Testimony of Dr. Bernard Taylor, Jr.
Superintendent of Schools
Grand Rapids Public Schools
Presented to the House Education Committee
Thursday, May 14, 2009

Thank you Chairman Melton and distinguished members of the House Education Committee. I certainly appreciate the opportunity to testify today and want to commend the Chairman Melton, the bill sponsors, and all the members of this committee for taking a bold and innovative approach to educational reform in Michigan.

Before I share with you our thoughts related to the House Bills, I think it is important and relevant to share information about Grand Rapids Public Schools – who we are, where we have been, where we are today, and our plans for the future. GRPS is the third largest school district in Michigan. We serve the largest, most diverse student population in West Michigan with more than 19,000 students, 49 different languages spoken and 70 countries represented. Eighty percent of these children are eligible for free and reduced lunch, twenty-five percent qualify for special education services and twenty percent are English language learners. We have more than 4,000 employees - 1,700 of whom are among the best, most dedicated teachers in the state – with an annual operating budget of nearly $220 million. We offer the largest selection of school choices with more than 60 different schools. We are larger than most townships and cities in the region – and because of this, we can proudly say we are able to serve every child regardless of their age, income, or ability.

Now that you have a better idea of who we are, I want to share where we have been. Over the last eight years, Grand Rapids Public Schools has worked aggressively to "right size" the district's finances and implement sweeping instructional and administrative reforms. Our enrollment has declined from 25,663 in 2001 to just over 20,000 today. We have cut $60 million from our operating budget. We have closed or consolidated 20 schools. We privatized bussing and substitute teachers. We cut administrative positions and other staffing positions. We have re-organized school leadership, reconstituted schools, implemented School Improvement Programs, and are in full compliance with No Child Left Behind. These have been tough times, we have made difficult decisions, and our dedicated staff members are doing much, much more with a lot less.

However, I will say that because of the difficult but necessary decisions the Board of Education has made over the last eight years, GRPS is well positioned to weather through these tough times and we are on the right track. Some of our neighboring school districts are just now starting to feel the economic and enrollment strains and are looking at school closings, cuts, and consolidations. We've been there and done that. In fact, we've been there and done that for eight plus years. This is why we are stronger, leaner, more efficient, more flexible, more capable, and well positioned to move forward at this time.

In fact, this is why the Detroit News editorialized on November 24, 2008 that Grand Rapids Public Schools is a "model of how a troubled, poor school district can bring itself back to health – and give its students the high quality education they deserve." The Detroit News editorial went on to note that the district is now "seeing the fruits of years of persistent, discipline, strategic work." They recognized that the decisions were made, and not delayed and we were seeking innovation, partnership and change. I am proud to report to this committee that we have experienced remarkable progress in a relatively short period of time in five key areas to name a few: systemic

change to instructional practices, academic achievement, school safety, school choices, and community support.

1) We are revolutionizing the way we approach education and our instructional practices. Thanks to the generous support of the Doug and Maria DeVos Foundation and a partnership with the University of Pittsburgh's Institute for Learning, we began implementing a cutting edge new "effort-based" learning model in 2007 that is driving systemic change throughout this district. We are in the second year of this process, and I can tell you that "IFL" as we know it is starting to take root.

2). We are making academic progress, particularly at the elementary and middle school level. For three consecutive years, this district has increased the number of schools meeting the federal Adequate Yearly Progress standard, jumping from 26 to 35 schools meeting AYP – a 25% improvement. In fact, two of the schools – one elementary and one middle school – met AYP for the first time in more than five years. Over that same period, the number of schools earning a "B" grade or better on the state's Education Yes report increased from 7 to 20 – a 65% improvement. The most recent MEAP scores revealed that math scores increased for four consecutive years across the board in every grade. We also saw test scores on English Language Arts and science increase at every grade level tested. And I would be remiss if I did not mention City High-Middle School is not only the top performing school in West Michigan, but it ranks among the top three in the state and the top 300 in the nation according to U.S. News and World Report.

3.) We are making safe schools even safer. Thanks to the dedicated efforts of our public safety officers, and the new/expanded technology, training and safety initiatives being employed by the district, GRPS is on track to reduce the number of major incidents for the fourth consecutive year.

4). We are expanding school choices. In October 2007, we launched the Centers of Innovation – a new model designed to foster public-private partnership, provide more choices and opportunities for students and parents, and increase student achievement. Thanks to the "pilot school" model and the new Centers of Innovation process – one school that was once planned as an independent charter school opened this school year as a Grand Rapid Public School – and we are preparing to open four new high school "Centers of Innovation" in 2009.

5.) We are experiencing a community alignment around our school improvements and strategic direction the likes of which this district has never seen before. More than $4 million has been pledged in private, philanthropic support since 2007 and community stakeholders including major job providers, higher education institutions, and local foundations – some of whom actually worked against the district – are now working closely with us to help us achieve our goals. Mayor George Heartwell liked the community alignment to the revitalization efforts of downtown Grand Rapids that started more than 30 years ago with a group of public and private stakeholders working together around a common vision and strategic direction.

That is the good news – now the bad news.

At a time when our elementary and middle schools are experiencing strong academic gains, our high schools continue to struggle. All four comprehensive high schools have not met state and federal standards for seven consecutive years. All of them are in Phase 5 corrective action and are expected to slip to Phase 6 correction action. Furthermore, while the graduation rates at the four comprehensive high schools are in line with the state average of 76%, our alternative school graduation rates are unacceptably low at 33%, bringing the overall district average down to 52%.

The bottom line is we cannot afford to do business as usual at the high school level. We have an obligation to the students who are counting on us to help them earn a diploma. As a district, we have tackled the high school challenge head on and have been aggressively implementing sweeping changes and reforms. We are implementing a new, nationally-proven instructional reform model. We have restructured high school leadership; reconstituted 25% of the high school staff; Implemented common syllabi and common assessments; significantly expanded credit recovery opportunities with Saturday school, Sunday school, before school, after school, and on-line course; established new position of "Youth Advocates" to support student success; opened full service health and dental clinics and established social service providers – all directly housed in our high schools thanks to the Kent School Service Network; and we are re-aligning our comprehensive high schools, reducing the number from 4 to 3 and establishing new "pilot school" Centers of Innovation at the high school level.

The reality is after all the effort, investment, and political fortitude expended to turnaround our high schools, we still are not seeing any progress – in fact, we continue to see academic achievement and graduation rates slip. The NCLB prescribed strategies are simply not working and our innovative reforms continue to be met with significant resistance. It is clear that we cannot negotiate our way to success and truly address the deep-rooted systemic educational and financial challenges facing our high schools. NCLB requirements only go so far and just continually reshuffling the deck is not going to achieve the results that our students, parents, and the taxpayers deserve. Some would argue to just lift or eliminate the charter school cap. At a time when the Governor and Legislature are rightfully advocating for more consolidation of services and collaboration between districts, why would we look to create what essentially amounts to more independent school districts – a solution that might actually only exacerbate the problem and leave the children with the greatest needs behind. We believe, however, that the answer may in fact lie somewhere in the middle and that a new approach that does include charters, choice and competition may be the solution.

For nearly two years, we have worked with leading foundations, educational experts, and business leaders to develop the Centers of Innovation process and explore other educational reform models including Chicago, Denver, New York and others. While our new 'Centers of Innovation" process is already experiencing success, creating internal and external competition, and applying pressure to the system, it still does not go far enough and may in fact only be one of multiple solutions. Similar to the Chicago Renaissance 2010 model, GRPS is seeking opportunities to create a menu of options that would create new school choices for parents and students, foster healthy competition, provide greater flexibility for innovation to flourish, and bring about real systemic change – all of which can and should happen within the District; not entirely independent from it. We believe that the package of bills being considered by this committee are a step in the right direction, at the right time, with the right momentum and even national support from President Obama and Secretary Duncan – both of whom were part of and have direct personal experience with the Chicago success strategy.

The time to act is now. Michigan cannot afford to do public educational business as usual and GRPS is hoping that with some modifications, this legislative package may provide our district – and many others like us - with the necessary flexibility and tools to turnaround our struggling high schools, increase student achievement and improve gradation rates. Here are a few of the proposed changes or additions to the legislation that we are advocating for your support:

1.) Grant public school districts the ability to "authorize" charter schools within the district equal to the number of consistently underperforming schools according to the formula. Rather that creating islands of excellence for the benefit of a few at the expense of the whole and

expanding – rather than consolidating – the number of school districts, programs and services, why not follow the Chicago model and give public school districts the full flexibility to achieve reforms and create true systemic change. In Chicago, the public school district is authorized to create charter schools and contract schools, through a very similar RFP application process, that are virtually identical to Michigan charter schools, complete with the full flexibility and autonomy to provide for innovative educational opportunities. The difference though is that the funding and head count remains within the district which ultimately helps to support all children, not just the few fortunate students with engaged parents who put forth the effort to take advantage of school choice. This is a win-win: more charters, more choice, more competition, but done so in a way that benefits the whole and aims to foster the systemic changes and improvements that are needed.

2.) Change the formula to place additional focus on persistency in failure over a period of time with emphasis on the number of years schools have failed to meet AYP and the level of corrective action they are in. Under the current formula as proposed, only one of our four comprehensive schools might be eligible along with all our alternative education schools. Any school that has failed to meet state and federal standards for seven consecutive years or more should automatically be on this list.

3.) Add a requirement for "public-private partnerships" to be part of the solution, oversight, sustainability, and overall support. This would help to incentivize educational developers to submit proposals while also granting even more local ownership and accountability along with consistency and stability over time through different Superintendents and school boards.

4.) Empower the Reform/Redesign Officer with the full authority to tailor school-specific improvements that are equal to what would happen if he/she/the state assumed direct control of the school district.

These are a few of our initial suggestions. We understand that a "substitute" may be in the works and hope that if and when that is introduced, it is reflective of these proposed changes. GRPS is ready, willing and able to achieve the desired outcomes and we are committed to working with the Legislature to find the right solutions. Thank you.

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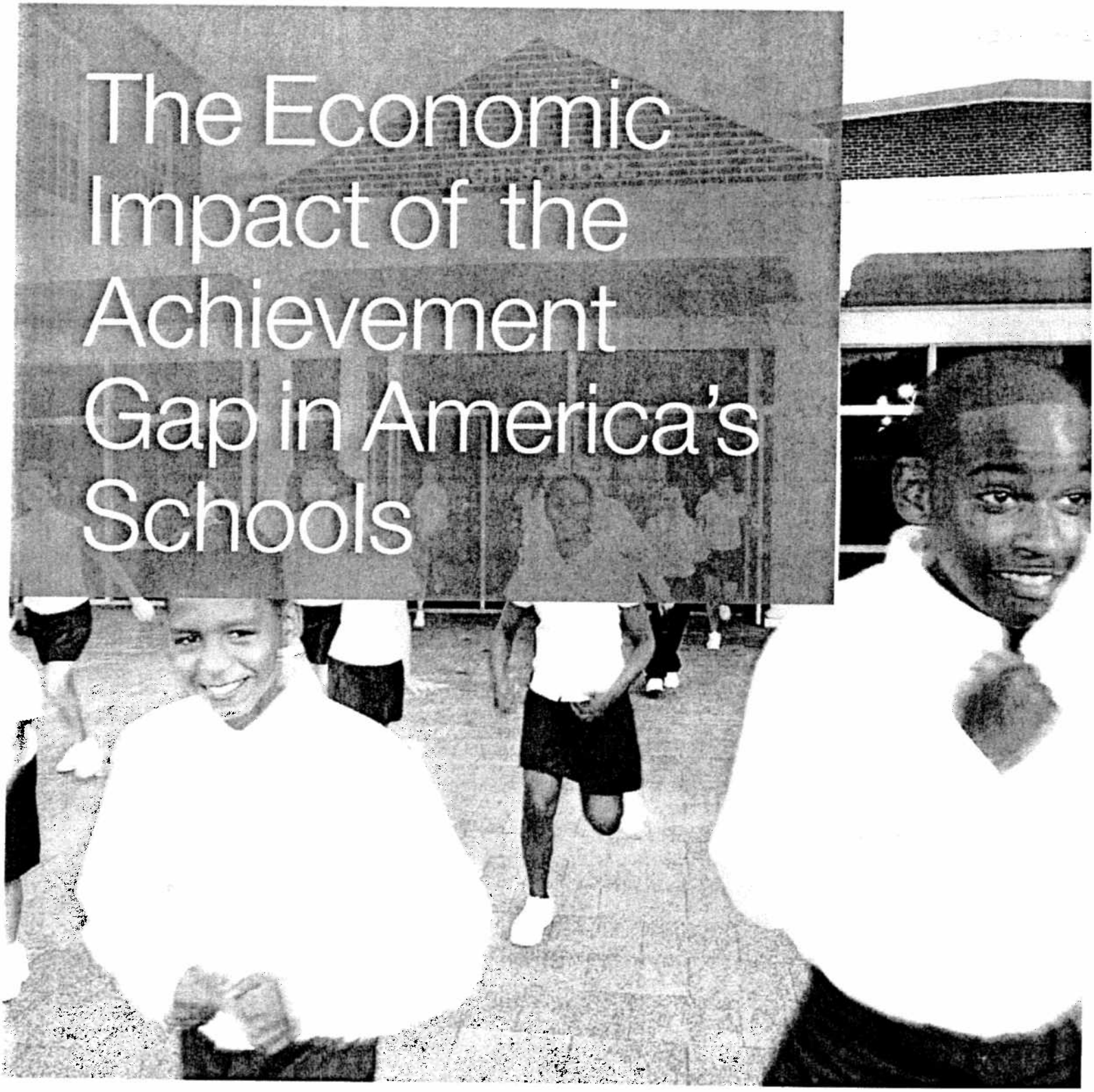
The Economic Impact of the Achievement Gap in America's Schools



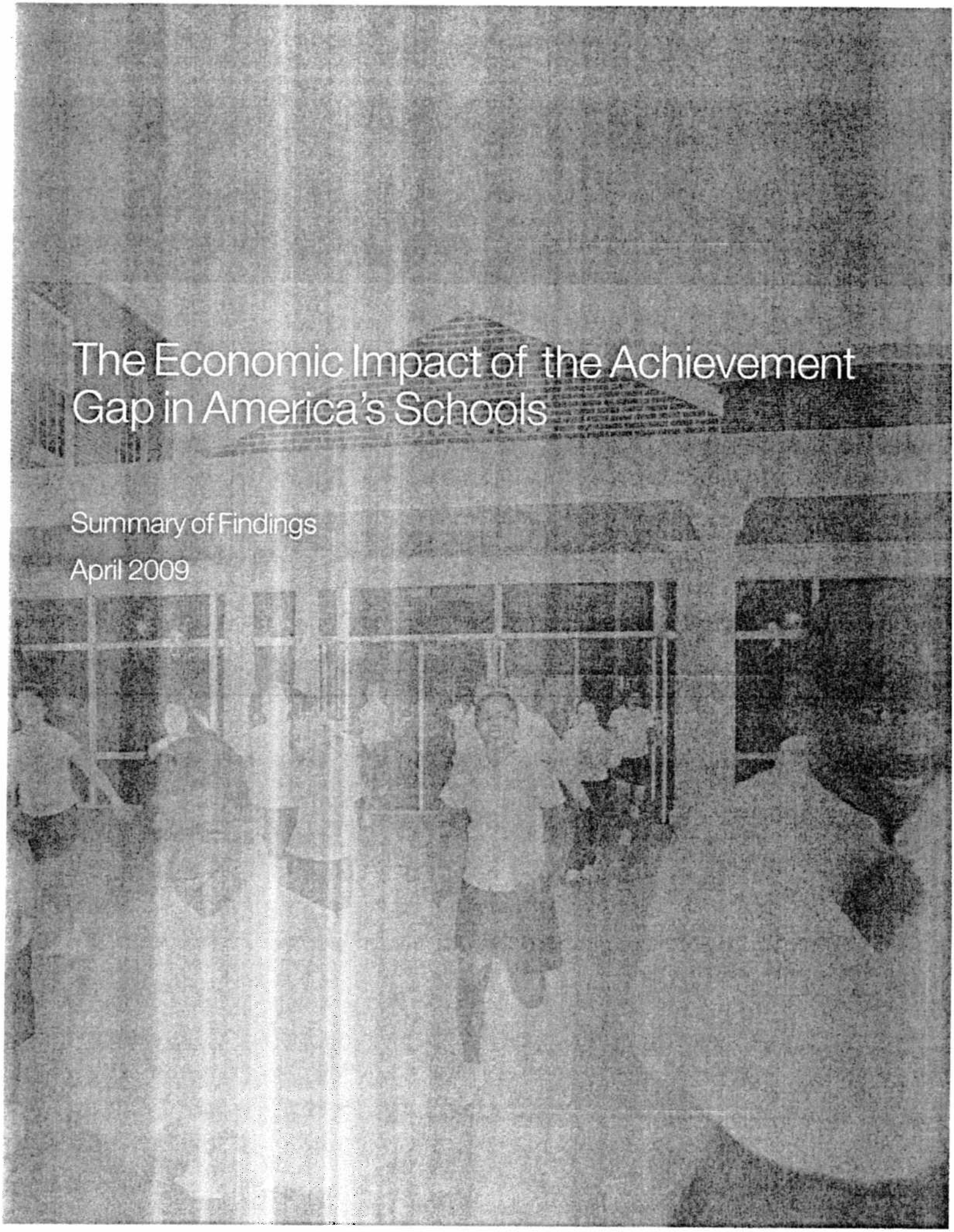
Acknowledgments

Recent national and international tests show significant differences in student achievement. Students in the United States perform behind their OECD peers. Within the United States, white students generally perform better on tests than black students; rich students generally perform better than poor students; and students of similar backgrounds perform dramatically differently across school systems and classrooms.

The aim of this paper is to provide a common, neutral fact base on each of these achievement gaps and to illustrate their relative magnitude. In addition, we highlight the impact of the United States achievement gap on the overall economy and on individual life outcomes. This work is not intended to provide a detailed assessment of the causes and potential cures of the achievement gap. Instead, we hope to provide a common fact base from which such discussions may proceed.

Our Steering Committee provided significant input and included members from the Education Equality Project, the National Action Network, the United States Chamber of Commerce, the Bill and Melinda Gates Foundation, and the Center for American Progress. We owe a special debt of gratitude to Cindy Brown, Chris Cerf, Lisa Graham Keegan, Charlie King, Joel Klein, Arthur Rothkopf, Reverend Al Sharpton and Ellen Winn. Their collective guidance and diverse perspectives on educational achievement were critical throughout the project. In addition, numerous experts on education, labor markets, and economic growth - including Martin Bailey, Anthony Carnevale, Michael Casserly, Michael Cohen, Linda Darling-Hammond, Brian Ellner, Karen Elzey, Benjamin Friedman, Jewell Gould, Eric Hanushek, Kati Haycock, Ronald Henderson, Frederick Hess, Lawrence Katz, Ron Krouse, Lydia Logan, Michael Lomax, Reagan Miller, John Mitchell, Andrew Rotherham, Andreas Schleicher, Sheila Simmons, Margaret Spellings and Michael Wotorson - provided their time and invaluable insights to the team.

This work is part of the fulfillment of McKinsey's social sector mission to help leaders and leading institutions to understand and address important and complex societal challenges. As with all McKinsey research, results and conclusions are based on the unique outlook and experience base that McKinsey experts brings to bear. This perspective is independent and this report has not been commissioned or financially supported by any business, government, or other institution.



The Economic Impact of the Achievement Gap in America's Schools

Summary of Findings

April 2009

"These educational gaps impose on the United States the economic equivalent of a **permanent national recession.**"

Introduction

The extent to which a society utilizes its human potential is among the chief determinants of its prosperity. In the United States, one focus of concern in this regard has been the existence of a so-called achievement gap in education between certain groups of students and others.[1] While much controversy exists on the causes of the achievement gap, and on what the nation should do to address it, the full range of the achievement gap's character and consequences has been poorly understood. For one thing, important dimensions of four distinct achievement gaps —(1) between the United States and other nations; (2) between black and Latino[2] students and white students;[3] (3) between students of different income levels; and (4) between similar students schooled in different systems or regions—have not always been clarified and documented. In addition, while great emphasis has been placed on the moral challenges raised by the achievement gap, its economic impact has received less attention.

Given our longstanding work on the factors that influence national productivity, and the perceived urgency of understanding opportunities to improve the US economy's performance, McKinsey & Company believes it is timely to bring together, in one place, a set of analyses that shed light on the price of current educational practices. This study builds on excellent work done by many researchers in the field, while also reflecting the angle of vision and expertise of McKinsey's Social Sector Office, which serves school systems in the United States and around the world.

This report finds that the underutilization of human potential in the United States is extremely costly. For individuals, our results show that:

- Avoidable shortfalls in academic achievement impose heavy and often tragic consequences, via lower earnings, poorer health, and higher rates of incarceration.

- For many students (but by no means all), lagging achievement evidenced as early as fourth grade appears to be a powerful predictor of rates of high school and college graduation, as well as lifetime earnings.

For the economy as a whole, our results show that:

- If the United States had in recent years closed the gap between its educational achievement levels and those of better-performing nations such as Finland and Korea, GDP in 2008 could have been $1.3 trillion to $2.3 trillion higher. This represents 9 to 16 percent of GDP.

- If the gap between black and Latino student performance and white student performance had been similarly narrowed, GDP in 2008 would have been between

1. In this analysis, we focus mainly on "achievement," which reflects the mastery of particular cognitive skills or concepts as measured through standardized tests, rather than "attainment," which measures educational milestones such as graduation rates.

2. Latino is used to describe either Latino or Hispanic classifications within data analyzed for this report. Categories were developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins.

3. This analysis focuses on achievement differentials between black and Latino students and white students. This is primarily because blacks and Latinos are the two largest minority groups in the United States and are represented in many of the regions and school districts across the country. While achievement differentials certainly exist among other minority groups (Native Americans, Asians, students of more than one race), data limitations and small sample sizes often make it difficult to make national and state-level comparisons. We believe this is an area for future research, especially as data collection improves.

"The wide variation in performance among schools serving similar students suggests that these gaps can be closed. **Race and poverty are not destiny.**"

$310 billion and $525 billion higher, or 2 to 4 percent of GDP. The magnitude of this impact will rise in the years ahead as demographic shifts result in blacks and Latinos becoming a larger proportion of the population and workforce.

- If the gap between low-income students and the rest had been similarly narrowed, GDP in 2008 would have been $400 billion to $670 billion higher, or 3 to 5 percent of GDP.

- If the gap between America's low-performing states and the rest had been similarly narrowed, GDP in 2008 would have been $425 billion to $700 billion higher, or 3 to 5 percent of GDP.

Put differently, the persistence of these educational achievement gaps imposes on the United States the economic equivalent of a permanent national recession. The recurring annual economic cost of the international achievement gap is substantially larger than the deep recession the United States is currently experiencing.[4] The annual output cost of the racial, income, and regional or systems achievement gap is larger than the US recession of 1981–82.

While the price of the status quo in educational outcomes is remarkably high, the promise implicit in these findings is compelling. In particular, the wide variation in performance among schools and school systems serving similar students suggests that the opportunity and output gaps related to today's achievement gap can be substantially closed. Many teachers and schools across the country are proving that race and poverty are not destiny; many more are demonstrating that middle-class children can be educated to world-class levels of performance. America's history of bringing disadvantaged groups into the economic mainstream over time, and the progress of other nations in education, suggest that large steps forward are possible.

The balance of this summary report is organized into three sections. First, the report shares key findings on the international, racial, income, and systems-based gaps facing the United States. Next, the report assesses the economic impact of these gaps for the economy as a whole and for individuals. Finally, the report notes potential implications of the work and suggests areas for further study. A companion document containing McKinsey's full analysis, "Detailed Findings on The Economic Impact of the Achievement Gap in America's Schools," is available for download on the Web at http://www.mckinsey.com/achievementgap.[5]

4. Based on GDP decline in the fourth quarter of 2008 of minus 6.3 percent.

5. This expanded document includes sources for facts and analyses cited in this summary as well as explanations of methodologies.

Findings On The Achievement Gap

To document the dimensions of the four identified achievement gaps, we conducted a thorough literature review, interviewed a number of the leading researchers in the field, and performed new independent analyses. Our key findings follow.

The international achievement gap

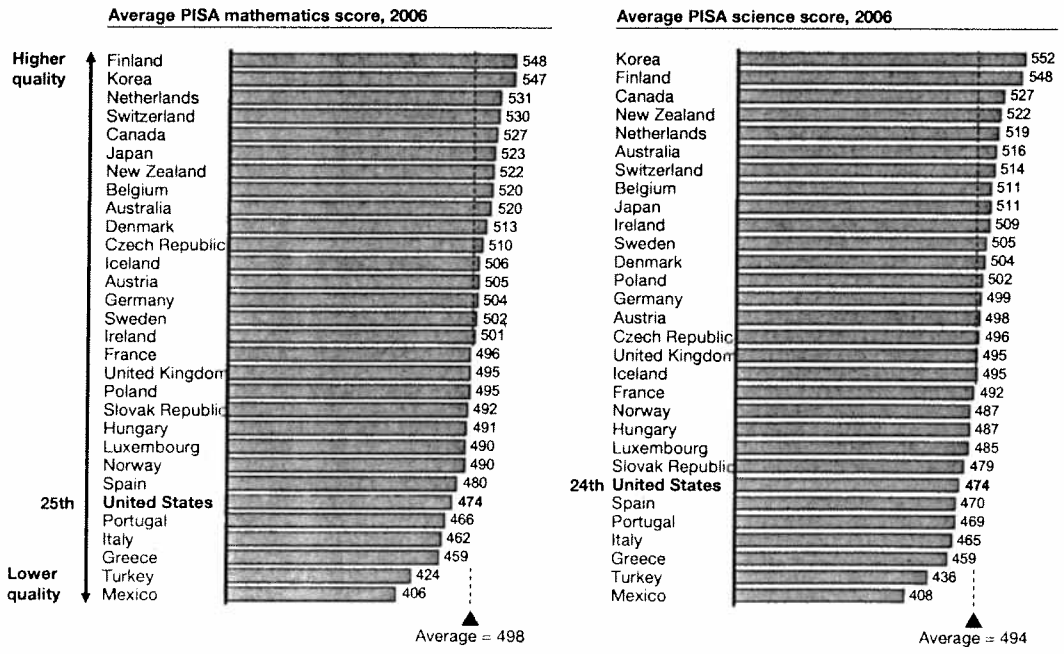
The United States lags significantly behind other advanced nations in educational performance and is slipping further behind on some important measures. In addition, the gap between ours and others' performance widens the longer children are in school. The facts here demonstrate that lagging achievement in the United States is not merely an issue for poor children attending schools in poor neighborhoods; instead, it affects most children in most schools.

The Program for International Student Assessment (PISA) is a respected international comparison of 15-year-olds by the OECD that measures "real-world" (applied) learning and problem-solving ability. In 2006 the United States ranked 25th of 30 nations in math and 24th of 30 in science (Exhibit 1). American 15-year-olds are on par with students in Portugal and the Slovak Republic, rather than with students in countries that are more relevant competitors for service-sector and high-value jobs like Canada, the Netherlands, Korea, and Australia.

This ranking signals the striking erosion of America's onetime leadership in education. Forty years ago the United

Exhibit 1

PISA rankings show United States trailing other OECD countries

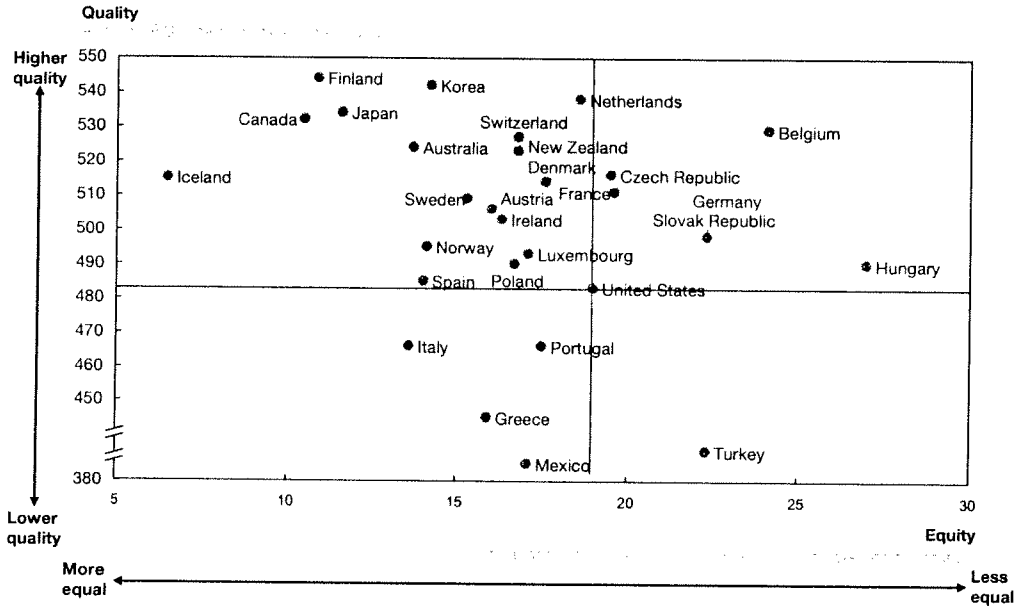


Note: Results are for OECD countries; OECD partner countries not included. Differences may not be statistically significant.

SOURCE: OECD

Exhibit 2

17 countries have higher average test scores and lower income-based inequality than the United States



1 Socioeconomic status as measured by PISA's index of economic, social, and cultural status.

SOURCE: Learning for Tomorrow's World – First Results from PISA 2003; McKinsey analysis

States was a leader in high school graduation rates; today it ranks 18th out of 24 industrialized nations. As recently as 1995 America was tied for first in college graduation rates; by 2006 this ranking had dropped to 14th.[6] In part the trend can be explained by what author Fareed Zakaria has called "the rise of the rest." Economist Eric Hanushek and others recently studied all international tests in reading, math, and science administered between 1964 and 2003 and placed them on a common scale.[7] They found that students in the United States did not register gains over the past four decades, while students in currently top-performing systems like the Netherlands and Finland improved.

Several other facts paint a worrisome picture. First, the longer American children are in school, the worse they perform compared to their international peers. In recent cross-country comparisons of fourth grade reading, math, and science, US students scored in the top quarter or top half of advanced nations. By age 15 these rankings drop to the bottom half. In other words, American students are farthest behind just as they are about to enter higher education or the workforce.

Next, there is a striking gap between the performance of America's top students and that of top students elsewhere. The United States has among the smallest proportion of 15-year-olds performing at the highest levels of proficiency in math. Korea, Switzerland, Belgium, Finland, and the Czech Republic have at least *five times* the proportion of top performers as the United States.

Furthermore, the gap between students from rich and poor

6. National Governors Association, *Benchmarking for Success: Ensuring US Students Receive a World-Class Education*, (2008).

7. E. Hanushek, et al., "Education and economic growth," *Education Next* (Spring 2008), 65.

families is much more pronounced in the United States than in other OECD nations (Exhibit 2). In a world-class system like Finland's, socioeconomic standing is far less predictive of student achievement. All things being equal, a low-income student in the United States is far less likely to do well in school than a low-income student in Finland. Given the enormous economic impact of educational achievement, this is one of the best indicators of equal opportunity in a society, and one on which the United States fares poorly.

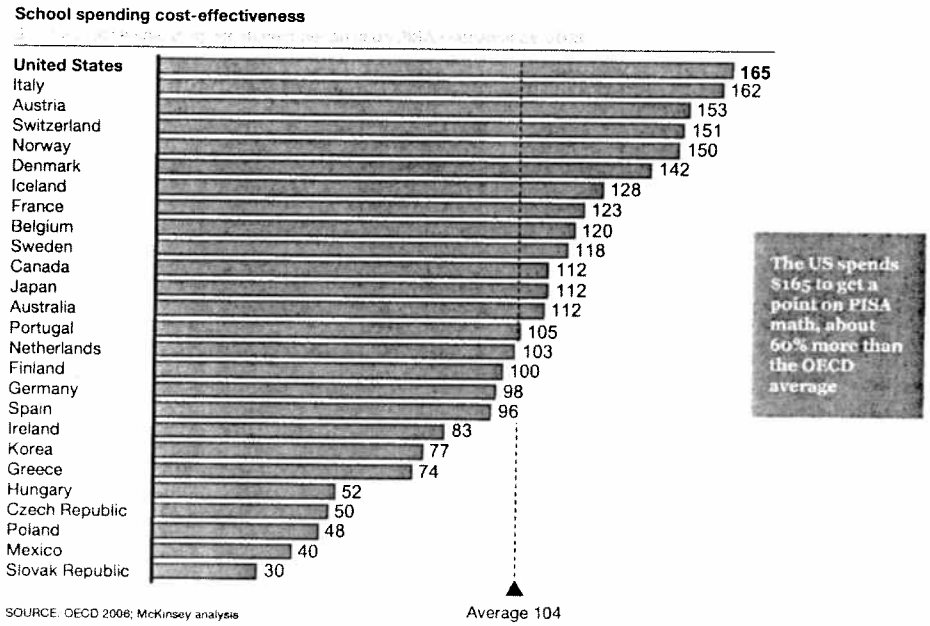
In one sense this poor performance is surprising, considering the high per capita income in the United States, which is generally correlated with higher levels of educational achievement. And despite large educational expenditures, school spending in the United States is among the least cost-effective in the world. By one measure we get 60 percent less for our education dollars in terms of average test-score results than do other wealthy nations (Exhibit 3).

The racial achievement gap

On average, black and Latino students are roughly two to three years of learning behind white students of the same age. This racial gap exists regardless of how it is measured, including both achievement (e.g., test score) and attainment (e.g., graduation rate) measures. Taking the average National Assessment of Educational Progress

Exhibit 3

The United States spends more than any other country per point on PISA mathematics test



8. The National Assessment of Educational Progress (NAEP) is the largest and most consistently administered nationally representative assessment of US students. Headed by the National Center for Education Statistics in the US Department of Education, these assessments are conducted periodically in a number of subjects for students in grades 4, 8, and 12. NAEP uses criterion-based achievement levels, which are performance standards set based on recommendations from educators and members of the public. Achievement levels include Basic (denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade), Proficient (represents solid academic performance for each grade assessed, with students demonstrating competency over challenging subject matter), and Advanced (signifies superior performance). Interpretation of raw scores is based on the understanding that ten points is roughly equivalent to one year's worth of learning. For example, using NAEP's criteria for achievement levels by grade, the difference between "basic" and "proficient" as a fourth and eighth grader is 48 and 50 points, respectively, in math, and 35 and 43 points, respectively, in reading--meaning that in order to remain at the same achievement level over four years they must gain an average of about 10 points per grade.

(NAEP) scores for math and reading across the fourth and eighth grades, for example, 48 percent of blacks and 43 percent of Latinos are "below basic," while only 17 percent of whites are, and this gap exists in every state.[8] A more pronounced racial achievement gap exists in most large urban school districts.

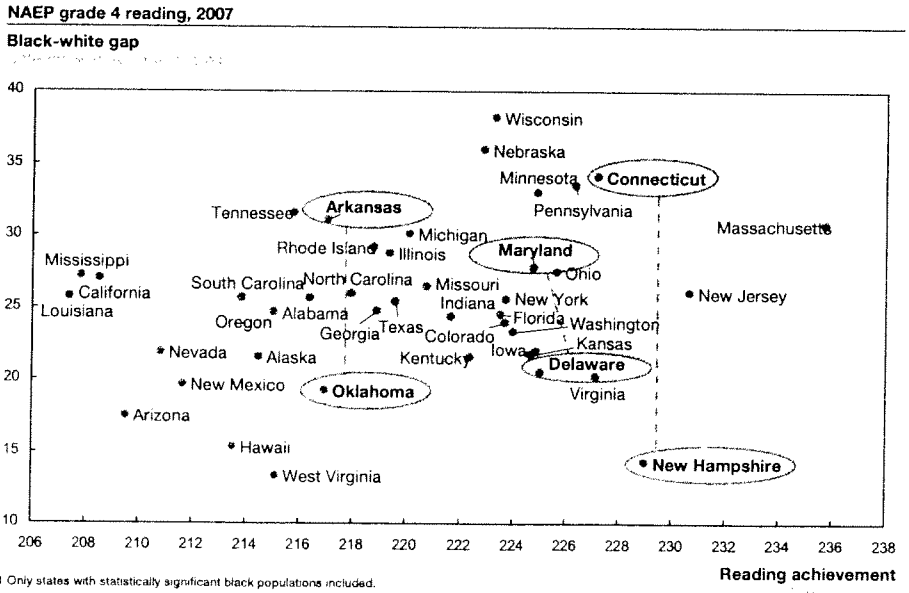
Comparing US black and Latino student performance to the performance of students in other countries adds further perspective.[9] In eighth grade math, US Latino students perform below students in Malta and Serbia and about as well as students in Malaysia; US black students lag behind Romania and Bulgaria and roughly match students in Bosnia and Herzegovina. Similar results are seen for 15-year-olds in science, with US Latinos scoring at the level of students in Chile and Serbia, and US blacks on par with students in Mexico and Indonesia. Just as with the international achievement gap described above, America's racial achievement gap worsens the longer children are in school. Between the fourth and twelfth grades, for example, the gap versus white student math scores grows 41 percent for Latinos and 22 percent for blacks.

Notably, in some areas, the racial gap has been overcome. For example, Latino students in Ohio outperform white students in 13 other states on the eighth grade NAEP reading test and are seven points ahead of the national average. In Texas, low-income black students have the same average score on the fourth grade NAEP as low-income white students in Alabama.[10]

Interestingly, the size of the racial achievement gap is not correlated with overall state performance. Massachusetts, for example, has among the highest overall scores on NAEP, but blacks and Latinos there are eight times more likely to underperform in fourth grade math than are whites. By comparing several neighboring-state pairs with similar demographics, we can see how dramatic this disconnect can be between overall achievement and the racial gap. New Hampshire and Connecticut, for example, have similar

Exhibit 4

Neighboring states with similar overall scores can have large achievement gap differences



1 Only states with statistically significant black populations included.
SOURCE: USDOE, NCES, National Assessment of Educational Progress (NAEP) Summary Data Tables

9. Insufficient data exists today to document gaps related to other underserved communities, such as Native Americans.

10. While this research focuses on the achievement gap measured starting in fourth grade there is extensive evidence of the importance of early childhood education in building the necessary cognitive abilities before kindergarten and how many young children are entering kindergarten unprepared.

overall fourth grade reading scores; yet the gap between white and black scores in Connecticut is more than twice what it is in New Hampshire. A similar disconnect can be found between Arkansas and Oklahoma, or Maryland and Delaware (Exhibit 4). State variations in the racial achievement gap cannot be explained by the proportion of blacks and Latinos in a state's educational system, furthermore, although school-level segregation may play a role in influencing outcomes.

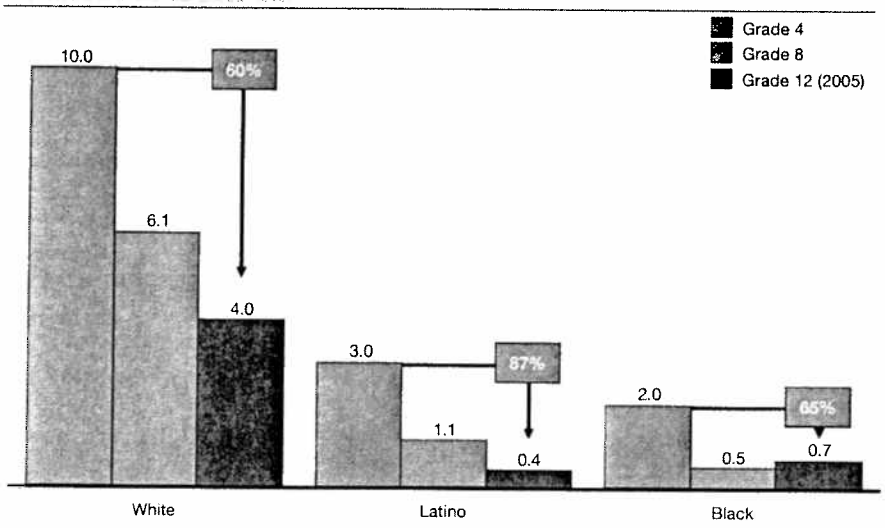
Just as with the international context, there is a notable gap within the overall racial achievement gap having to do with top performers. We term this gap the "top gap." Blacks and Latinos are overrepresented among low-scoring students and underrepresented at the top. Across reading and math, less than 3 percent of black and Latino children are at the advanced level; by twelfth grade it is less than 1 percent (Exhibit 5). And despite a modest increase in the proportion of American students at the top level as defined by NAEP over the past 15 years, less than 10 percent of this increase involved black and Latino students. Moreover, very few blacks have access to challenging programs like Advanced Placement, and those who do have not fared well. Less than 4 percent of black students score a 3 or higher on an AP test at some point in high school, compared to 15 percent nationwide. This lagging representation among top performers matters to economic outcomes, because high achievers tend to be those who attend the top colleges and reap the highest earnings over their lives.

As a greater proportion of blacks and Latinos enter the student population in the United States, the racial achievement gap, if not addressed, will almost certainly act as a drag on overall US educational and economic performance in the years ahead. The two most populous states, California and Texas, are already "minority-majority" states: along with New Mexico and Hawaii, the population in these states is less than 50 percent European ancestry. The student population of the United States as a whole will reach this status by 2023.[11]

Exhibit 5

Few black and Latino students score at the "advanced" level, and the percentage declines over time

NAEP test scores, average for reading and math, 2007



Note: In some cases the number of black and Latino students at the "advanced" level was statistically insignificant.

SOURCE: USDOE, NCES, National Assessment of Educational Progress (NAEP) Summary Data Tables

11. US Census Bureau, "*An Older and More Diverse Nation by Midcentury*," press release (August 14, 2008)

The income achievement gap

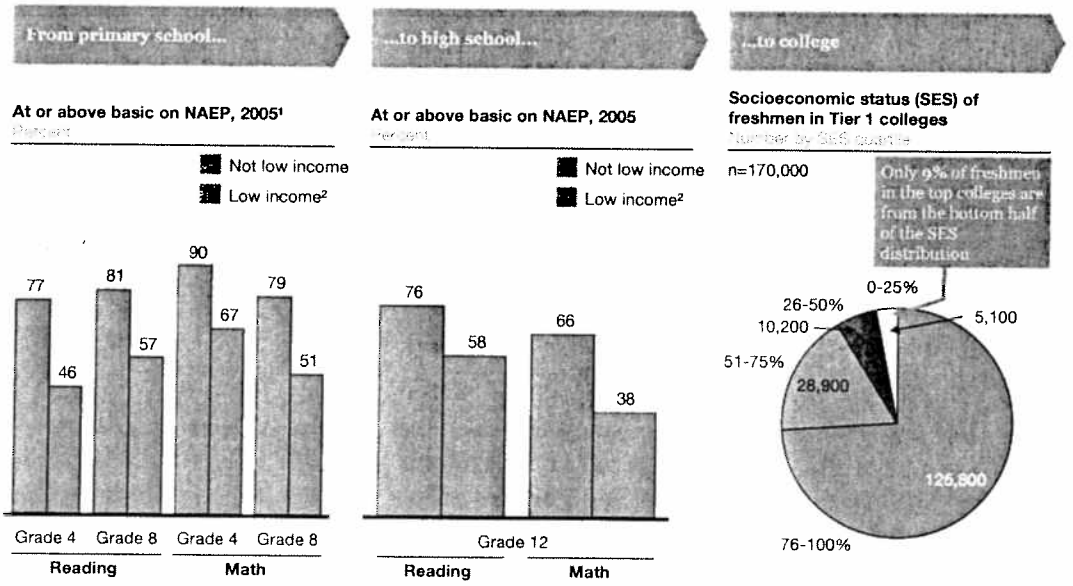
The achievement gap among students of different income levels is equally severe. Impoverished students (a group here defined as those eligible for federally subsidized free lunches) are roughly two years of learning behind the average better-off student of the same age. The poverty gap appears early and persists over the lifetime of a student; only 9 percent of freshmen in the nation's 120 "Tier 1" colleges (whose total freshman enrollment is 170,000) are from the bottom half of the income distribution (Exhibit 6). At the school-wide level, moreover, schools comprised mostly of low-income students perform much worse than schools with fewer low-income students. As with the racial achievement gap, these income gaps remain large even in otherwise high-performing states. Massachusetts has among the highest overall NAEP scores, for example, but students eligible for free lunch are six times more likely to be below "basic" in fourth grade math than ineligible students.

System-based achievement gaps

The most striking, poorly understood, and ultimately hopeful fact about the educational achievement gaps in the United States involves the huge differences in performance found between school systems, especially between systems serving similar students. This situation is analogous to that found across American health care, where, as researchers like John Wennberg have shown, wide regional variations in costs and utilization of procedures and services exist that bear no relation to quality or health outcomes. In each case, these differences prove there are substantial opportunities to improve

Exhibit 6

Income-based gap persists from primary school through college



1 Based on average scores for groups, where ten points is roughly equivalent to one year of education, students eligible for free lunch are around two years behind ineligible students (e.g., in grade 4 math in 2007, students eligible for free lunch scored 226, while ineligible students scored 249, a difference of 23).
2 Low income is defined as eligible for free or reduced lunch.

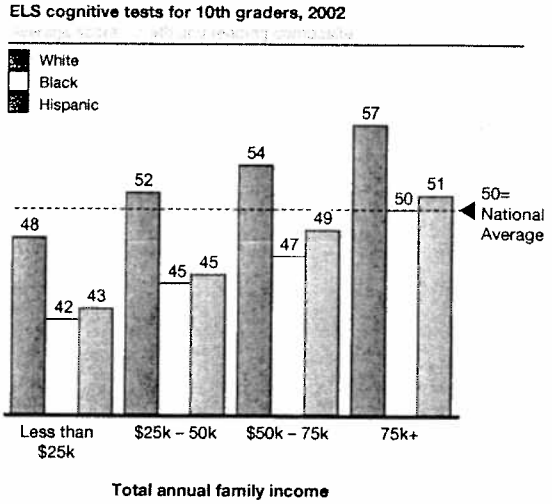
SOURCE: National Center for Education Statistics; Center for Education Policy, NAEP data for public schools; College Board

The interaction of income and racial achievement gaps

While blacks and Latinos are generally much poorer than whites in America, it is possible to parse available data to demonstrate the existence of distinct income achievement gaps within racial groups. Poor white students tend toward lower achievement than rich white students. Whites, meanwhile, significantly outperform blacks and Latinos at each income level. In fact, white students from the second-income quartile perform about the same as rich black students (Exhibit A). In addition, the strong link revealed in Exhibit B between black child poverty rates and black achievement levels underscores the income achievement gap among black students as a phenomenon separate from the racial gap between all black students and all white students. As a result, low-income black students suffer from the largest achievement gap of any cohort. NAEP data suggests that the average non-poor white student is about three and a half years ahead in learning compared to the average poor black student; this gap increases to roughly five years when comparing top-performing New Jersey with low-performing Washington, DC. (Exhibit C).

Exhibit A

While independent racial and income gaps exist, black and Latino students underperform white students at each income level

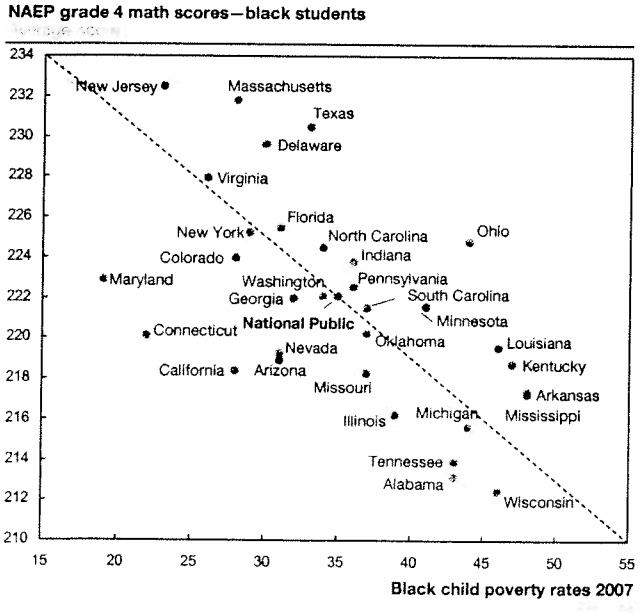


Note: The ELS test is standardized with a national mean of 50 and standard deviation of 10.

SOURCE: ELS: 2002, National Center for Education Statistics, sample includes both public and private schools

Exhibit B

Test scores for black students strongly correlate to black poverty rates

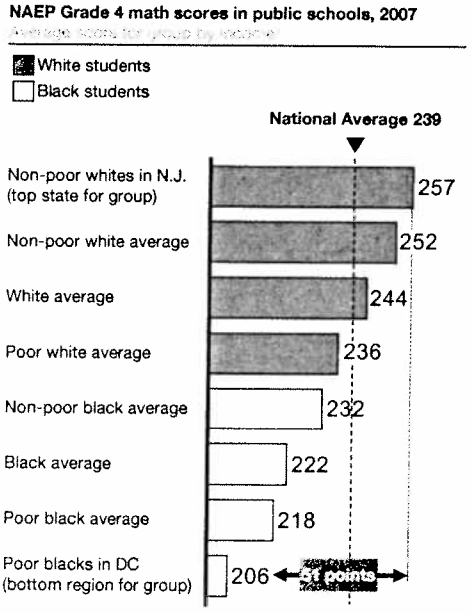


Note: Some states discluded because not enough black students in population (e.g., Idaho).

SOURCE: USDOE, NCES, NAEP Summary Data Tables; Annie Casey Foundation 2008; McKinsey analysis on subset of states

Exhibit C

By fourth grade, non-poor whites in the highest performing states are roughly five years ahead of poor blacks in DC



1 Poor defined as eligible for free or reduced price lunch.

SOURCE: USDOE, NCES, National Assessment of Educational Progress (NAEP) Summary Data Tables

productivity and performance via the adoption of best practices. While it is less clear how to address the racial and income-based achievement gaps directly, understanding and acting on the lessons found in these system-based achievement gaps will be among the most powerful tools available to those who aim to achieve higher and more equitable educational outcomes.

Important performance gaps exist at every level in American education: among states, among districts within states, among schools within districts, and among classrooms within schools. This confirms what intuition would suggest and research has indicated: differences in public policies, systemwide strategies, school site leadership, teaching practice, and perhaps other systemic investments can fundamentally influence student achievement. California and Texas, for example, are two large states with similar demographics. Yet as shown in Exhibit 7, Texas students are, on average, one to two years of learning ahead of California students of the same age, even though Texas has less income per capita and spends less per pupil than California.[12] Likewise, when comparing states like New Jersey and Connecticut, New Jersey has higher NAEP scores and a smaller racial achievement gap despite having a lower income per capita level and a higher proportion of racial minorities than Connecticut. These differences between states can be dramatic. Poor black students in Washington, DC, are roughly *4 years of learning behind* poor white students in Massachusetts (Exhibit 8). A poor white student in the worst-performing state for low-income whites (Alabama) scores as well as a poor black student in the best-performing state for low-income blacks (Texas).

Within a state, districts with similar demographics can also have very different levels of achievement. Exhibit 9 compares four urban districts in Texas with similar poverty levels and ethnic and racial compositions. As can be seen, one of them (District 1) has consistently higher levels of achievement and lower dropout rates than the others. The same patterns hold true within districts. For example, we analyzed two mostly black public schools in poor neighborhoods within the same district (Exhibit 10). One dramatically outperforms the other in reading and math despite having higher poverty rates. Finally, within the same school, student achievement can vary dramatically by classroom. Indeed, there is actually more variation in student achievement *within* schools than *between* schools in the United States. The 2006 PISA Science report by the OECD found variation within schools in the United States to be 2.6 times greater than the variation across schools. This finding confirms others' research in the United States, as well as that of McKinsey's Global Education Practice both across and within countries, which holds that access to consistent quality of teaching is a key determinant of student achievement.

Exhibit 7

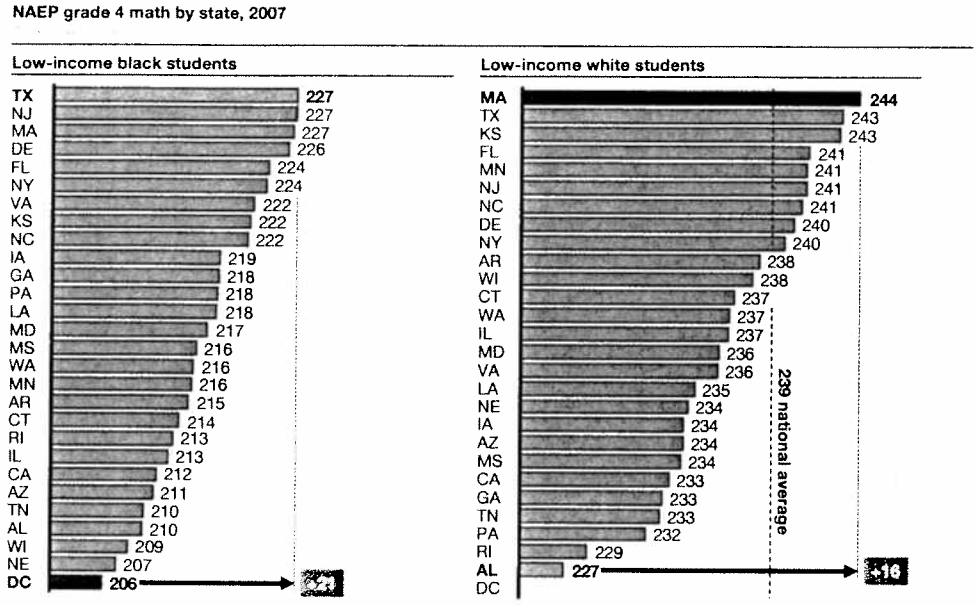
California and Texas are two large states with similar demographics but different achievement outcomes

		California	Texas
Demographics and Resources	Population	36.8 million	23.5 million
	Racial/ethnic composition	White: 44%	White: 48%
		Black: 6%	Black: 11%
		Asian: 12%	Asian: 3%
		Latino: 34%	Latino: 37%
		Other: 3%	Other: 2%
	GDP per capita	$42,102	$37,073
	Per pupil spending	$8,486	$7,561
Outcomes	NAEP grade 4 math	California	Texas
	All	230	242
	White	247	253
	Black	218	230
	Latino	218	236
	NAEP grade 8 math		
	All	270	286
	White	287	300
	Black	253	271
	Latino	256	277

12. Data for California and Texas exclusions for NAEP sampling purposes do not differ significantly and are not believed to be a meaningful explanatory factor in the test-score differences between California and Texas students.

Exhibit 8

Differences in achievement between states can be as high as two years of learning even after controlling for race and income



Note: Low income is defined as eligible for federally subsidized lunch; DC does not have a statistically significant population of low-income white students. Full analysis may be found in companion report.

SOURCE: USDOE, NCES, National Assessment of Educational Progress (NAEP) Summary Data Tables; subset of states

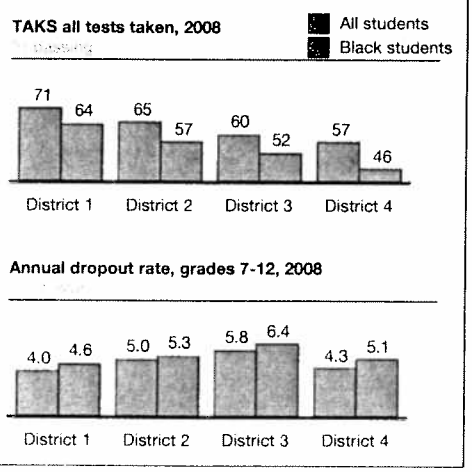
Exhibit 9

Within a state, districts with similar demographics can have different levels of achievement

Four urban districts in Texas with similar poverty levels and ethnic/racial concentrations ...

Demographic category[1]	District 1	District 2	District 3	District 4
County	County A	County A	County B	County C
Total size	59,000	203,000	159,000	79,457
Black	31%	29%	29%	26%
Latino	64%	60%	65%	58%
Economically disadvantaged	80%	80%	85%	69%

... but District 1 has a consistently higher achievement and lower dropout rate than others



1 All demographic data for 2008 except total size, which is from 2006-07

SOURCE: Texas Education Agency; National Center for Education Statistics

Exhibit 10

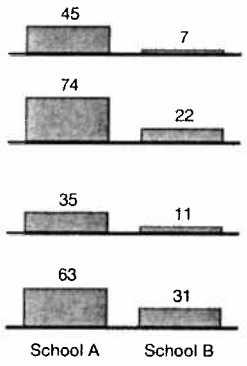
Within the same district, schools with similar demographics can have very different achievement outcomes

Two high-poverty, majority-black public schools...

	School A	School B
School type		
Grade span	6-8 grade	6-8 grade
Locale	Large City	Large City
Receive Title I	Yes	Yes
Magnet program	No	No
Charter school	No	No
Demographics		
Total size	812 students	778 students
Black	92%	88%
Latino	6%	10%
Total free/reduced price lunch	88%	80%

... but one outperforms the other in both reading and math despite having higher poverty rates

Grade 8 achievement levels, 2003



Note: All data from 2003. (AU: Seems like we should be more specific about what data are and aren't from 2003.)

SOURCE: Texas Education Agency, EdTrust; 2003

Economic impact of the achievement gap

Impact on the national economy

The achievement gaps described above raise moral questions for a society committed to the ideal of equal opportunity. But they also impose concrete economic costs. Estimating the economic impact of underutilized human potential is necessarily an imperfect process, requiring assumptions about the pace of educational improvement, the relationship of student achievement to economic growth, and the nature of labor markets as workforce skills are enhanced. But even with these challenges, McKinsey believes that scoping the rough magnitudes of the economic cost of America's educational achievement gaps is important; without such estimates it is difficult to judge how efforts to lift student achievement should rank among national economic priorities.

To make these estimates, McKinsey built on an approach pioneered by economist Eric Hanushek of Stanford University for linking trends in student achievement to growth in GDP.[13,14] The scenario we chose to model runs as follows. Suppose that in the 15 years after the 1983 report "A Nation at Risk" sounded the alarm about the "rising tide of mediocrity" in American education, the United States had lifted lagging student achievement to higher (but in our view achievable) benchmarks of performance? What would have been the effect in 2008 of having reduced America's achievement gaps in this way? And what was the difference between actual economic performance in 2008 and what it would have been had these improvements been made? This becomes our measure of the underutilization of human potential in the economy. In a desire to avoid false precision we used a range of growth factors to compute a range of GDP impacts in the year 2008. The results square with our common intuition that there is a high price for failing to make full use of the nation's human potential:

- If the United States had **closed the international achievement gap** between 1983 and 1998 and raised its performance to the level of such nations as Finland and Korea, US **GDP in 2008** would have been between **$1.3 trillion and $2.3 trillion higher**, representing 9 to 16 percent of GDP.

- If the United States had closed the **racial achievement gap** and black and Latino student performance had caught up with that of white students by 1998, **GDP in 2008** would have been between **$310 billion and $525 billion higher**, or roughly 2 to 4 percent of GDP. (The magnitude of this effect will rise in the years ahead as blacks and Latinos become a larger proportion of the population.)

- If the United States had closed the **income achievement gap** so that between 1983 and 1998 the performance of students from families with income below $25,000 a year had been raised to the performance of students from homes with incomes above $25,000 a year, then **GDP in 2008** would have been **$400 billion to $670 billion higher**, or 3 to 5 percent of GDP.

- If the United States had closed **the systems achievement gap** so that between 1983 and 1998 states performing below the national average on NAEP were brought up to the national average, **GDP in 2008** would have been **$425 billion to $700 billion higher**, or about 3 to 5 percent of GDP.[15]

By underutilizing such a large proportion of the country's human potential, the US economy is less rich in skills than it could be. The result is that American workers are, on average, less able to develop, master, and adapt to new productivity-enhancing technologies and methods than they could otherwise have been. Also, these achievement gaps have a clustering effect akin to economic dead zones,

13. More on this methodology can be found in the companion document, "Detailed Findings on The Economic Impact of the Achievement Gap in America's Schools," available for download on the Web at http://www.mckinsey.com/clientservice/socialsector/achievement_gap.

14. E. Hanushek, and L. Woessman, *The Role of Cognitive Skills in Economic Development* (2008).

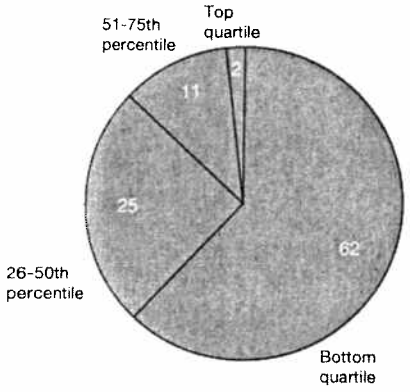
15. Separately, McKinsey looked at the link between lower performance of black and Latino students (and the implications for educational attainment) to estimate that US earnings alone would be $120 billion to $160 billion higher in 2008 than if there were no racial achievement gap. The companion document offers more details on this methodology.

Exhibit 11

Achievement as early as fourth grade can be linked to life outcomes

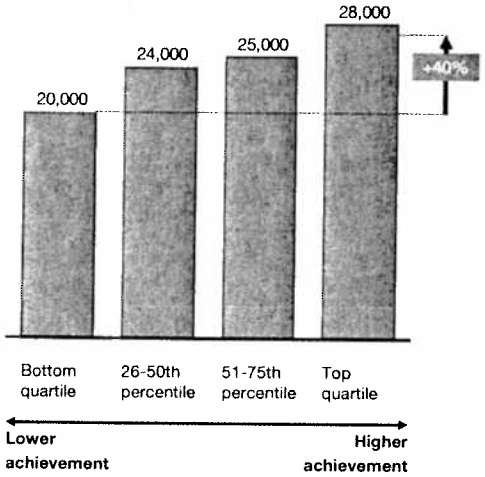
Fourth grade achievement is linked to eighth grade achievement...

Grade 8 achievement among students in bottom quartile in grade 4 math



... and eighth grade achievement correlates to higher income

Median income by grade 8 math achievement quartile



Note: NELS 1988 income data is limited to students already in the workforce at the time of the last wave of the survey in 2000, limiting the accuracy of the data for students pursuing a postsecondary degree.

SOURCE: NELS 1988; NYC Department of Education

where communities with low-achieving local schools produce clusters of Americans largely unable to participate in the greater American economy due to a concentration of low skills, high unemployment, or high incarceration rates.

To put these numbers in perspective, it is often noted that in the current recession the US economy will fall roughly $1 trillion short of its output potential. By that measure, the international achievement gap is imposing on the US economy an invisible yet recurring economic loss that is greater than the output shortfall in what has been called the worst economic crisis since the Great Depression. In addition, the racial, income, and system achievement gaps all impose annual output shortfalls that are greater than what the nation experienced in the recession of 1981–82, the deepest downturn in the postwar period until now. In other words, the educational achievement gaps in the United States have created the equivalent of a permanent, deep recession in terms of the gap between actual and potential output in the economy.

Impact on individuals

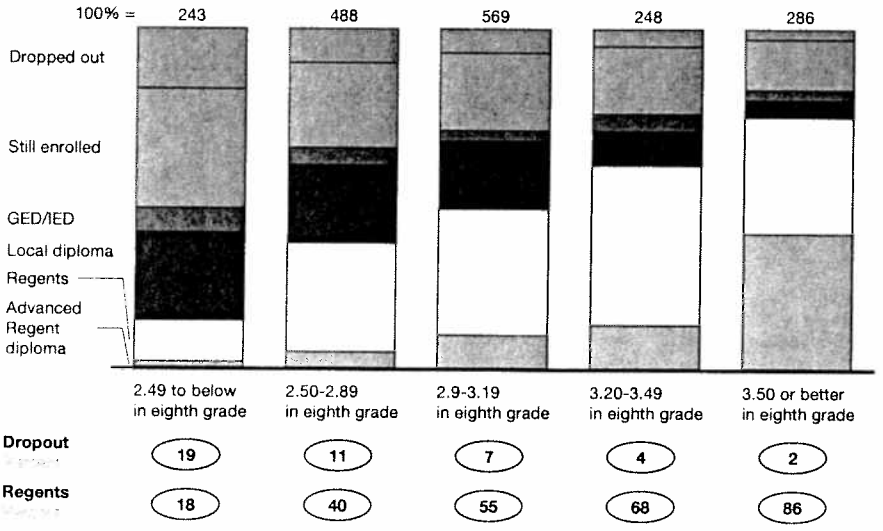
The achievement gap also influences individual outcomes. There is a demonstrable link between early performance in school and subsequent rates of high school graduation, college attendance and completion, and ultimately earnings. While this does not mean that individual students who perform poorly early on cannot improve their performance and subsequent outcomes, the pattern of success leading to success is strong.

Tests as early as fourth grade are powerful predictors of future achievement and life outcomes. For example, 87 percent of fourth grade students scoring in the bottom

Exhibit 12

Among students with similar third-grade test scores, graduation outcomes varied greatly on progress by eighth grade

2008 graduation outcome of students who scored a 3.0 on the third-grade ELA test in 1999



Note: Includes only students who scored a 3.0 on the third-grade ELA test in 1999, had an eighth grade test score in 2004, and were part of the 2004 graduation cohort (class of 2008).

Source: NYC DOE analysis

quartile on New York City math achievement tests remained in the bottom half in eighth grade. Students who scored in the top quartile in math in eighth grade had a 40 percent higher median income 12 years later than students who scored in the bottom quartile (Exhibit 11). In New York City, higher-achieving eighth grade students also have a much higher likelihood of graduating from high school with a Regents diploma.[16]

Yet while early test scores are important indicators of a student's life chances, they do not set the future in stone. New York City's experience suggests that the period between third grade and eighth grade can be critical (Exhibit 12). When starting from a similar point, students who are able to improve their performance between third and eighth grade are much more likely to graduate with honors and thus benefit from higher earnings over time. This means that while some students may have different starting points than others, reaching low-achieving students in the early years of their education can have a tremendous impact on their life outcomes.

These economic stakes come atop other consequences for good or poor educational performance—consequences that have been documented previously but that are often ignored or underestimated. The less educated a person is, the likelier that person is to end up behind bars. A high school dropout is five to eight times more likely to be incarcerated than a college graduate.[17]

There are also health-related costs associated with the educational achievement gap. Lower education is highly correlated with unhealthy lifestyles, including higher incidences of smoking and obesity. Less educated people

16. For students entering the ninth grade after 2007, the Regents diploma is the standard high school diploma in the state of New York.

17. E. Moretti, "Crime and the costs of criminal justice," *The Price We Pay* (2007).

are more likely to be uninsured and as a result consume more public health resources.

Education levels are also linked to civic engagement. High school graduates are twice as likely to vote than people with an eighth grade education or less. College graduates are 50 percent more likely to vote than high school graduates. Lifting the achievement of lagging socioeconomic and ethnic groups would almost certainly enhance the richness of America's civic life.

Discussion and Implications

There are numerous implications from these findings. Below we highlight five themes that are often overlooked in the debate, in addition to offering several suggestions for further research.

Lagging achievement is a problem for poor and minority children and for the broad middle class

A large part of the economic cost associated with America's educational achievement gap is borne by poor and minority communities whose members are unable to reach their potential. But the magnitude of the international gap suggests that the broad middle class in the United States pays a severe price for failing to match the performance of nations with better educational systems. In our observation, parents in poor neighborhoods are all too aware that their schools are not performing well; but middle-class parents typically do not realize that their schools are failing to adequately prepare their children for an age of global competition. Our findings suggest this middle-class complacency is unjustified and should be challenged.

Inequities in teacher quality and school funding are pervasive

While an assessment of the causes of America's persistent racial and income achievement gaps is beyond the scope of this report, two facts stand out from our research and from related McKinsey work in school systems around the world. First, on average, the United States systematically assigns less experienced, less qualified, and probably less effective teachers to poorer students of color.[18] Second, because of the unique nature of school finance systems in the United States, schools in poor neighborhoods tend to have far less funding per pupil than do schools in wealthier districts, a degree of inequity not seen in other advanced nations.

To be sure, money is not everything; as our research shows, school spending in the United States is, in aggregate, inefficient compared to other nations. What's more, as education spending in districts like Washington, DC, and Newark, New Jersey, indicates, it is possible to spend very high amounts per pupil and have poor results to show for it. But these districts are unusual. As a rule, schools in poor neighborhoods spend far less per pupil than schools in their nearby affluent suburbs. Since teacher salaries are one of the biggest components of district cost structures, affluent districts routinely outbid poorer ones for the best teaching talent (in addition to offering typically better working conditions and easier-to-teach children). Further research could usefully address two related questions: (1) what changes in the salary and nonsalary components of teaching would be required to attract and retain higher-caliber college graduates as well as experienced teachers with records of success in raising student achievement, to devote their careers to teaching poorer students of color? (2) What is the link between true per pupil funding in a school or district and the quality and effectiveness of its teachers? Our hypothesis is that a thorough examination of these questions would provide a fact base policy makers would find useful.

What happens in schools and school systems matters profoundly

There has long been debate, dating at least to the Coleman Report in 1966, as to whether students' fates are shaped more by socioeconomic factors outside of school or by what happens inside school. Our reading of the evidence suggests that while factors outside of school are certainly very important sources of unequal outcomes, superior educational policies and practices at every level—federal, state, district, school, and classroom—matter profoundly for student achievement, and thus for students' economic prospects and life chances. American education is filled

18. Most systems are not yet capable of accurately measuring teacher effectiveness in raising student achievement, but the evidence, where it exists, is strongly suggestive. See, for example, H. G. Pensek and K. Hancock, "*Teaching inequality: How poor and minority students are shortchanged on teacher quality*," The Education Trust (2006).

with instances in which students with similar backgrounds and traits achieve very different results. McKinsey believes this can be dramatically affected by what happens (or doesn't happen) in our schools. Research to refine more precisely what drives this system achievement gap among similar students should be a priority.

Better data is essential

While real differences in performance exist across school systems, inconsistencies in how data are gathered and reported make it difficult to understand the factors shaping the achievement gaps at the system level. This hinders policy makers and educators in their pursuit of better outcomes. For example, each state has different standards for what constitutes proficiency levels under No Child Left Behind, as well as different standardized tests to measure student achievement, making state-to-state comparisons difficult. And while NAEP does allow for a common state-level comparison, its limited sample size and reporting restricts the ability to gain more granular insights at a student, classroom, or school level. Moreover, relatively few states and systems currently put useful and timely data on how individual students are progressing in the hands of educators and parents. Given the $600 billion that the United States spends annually on its public school systems, and the enormous economic stakes riding on improved student achievement, it is remarkably short-sighted to invest so little in insights about educational performance.

There is a case for optimism

Daunting as the school improvement challenge often seems, we see at least three reasons for optimism:

- *First*, long experience around the world serving both private companies and public-sector entities teaches us that when large variations in performance exist among similar operations, relentless efforts to benchmark and implement what works can lift performance substantially.
- *Second*, the United States has a history of making progress in improving student achievement and in closing the achievement gap, even if this progress has often been modest and uneven. Over the past 35 years, for example, national aggregate achievement has generally increased. And while a large racial achievement gap remains, it has narrowed by about one-third over the past 30 or 40 years. In the past 15 years, moreover, many states, such as New Jersey, have managed to shrink their racial achievement gaps to some extent, particularly in earlier grades. The Union City, New Jersey, district, for example, has shown remarkable progress, which may offer lessons for reformers nationally.[19] New York City, the country's largest district, has shown since 2003 that the traditionally lowest-achieving group, poor black students, can improve meaningfully.[20]
- *Third*, the United States has a broad history of success in eventually equipping underutilized groups with greater skills over time, with important benefits for economic performance. The United States pioneered universal free public education through grammar school in the mid-19th century, for example, creating a vast literate, numerate workforce capable of generating greater productivity through industrialization and enabling exceptional individuals to transform the economy through their innovations. When an influx of immigrants was given increased access to high school between 1910 and 1940, it readied them for more highly skilled technical and managerial jobs in industries that helped boost economic growth. The dramatic increase in female participation in the labor force in recent decades has been widely credited with boosting economic growth. In each of these cases, America's commitment and actions taken to utilize its human potential more fully resulted in economic benefits for the nation as a whole.

* * *

The stakes for the nation of remedying America's educational achievement gaps are high. We hope these findings can serve as a common point of departure from which diverse stakeholders might refine a more urgent agenda for action.

19. G. MacInnes, *In Plain Sight: Simple, Difficult Lessons from New Jersey's Expensive Effort to Close the Achievement Gap* (2009).

20. For example, average math scores of black fourth graders eligible for federally subsidized lunch improved by 8 points from 2003 to 2007. Additional analysis can be found in the companion document.

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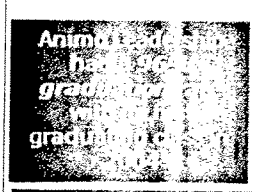
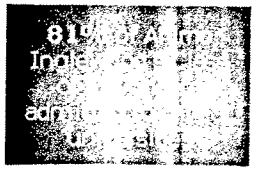




"US News and World Report Names Animo Leadership among America's Best High Schools," November 29, 2007

"Animo Empire Permit Ending," March 4, 2007

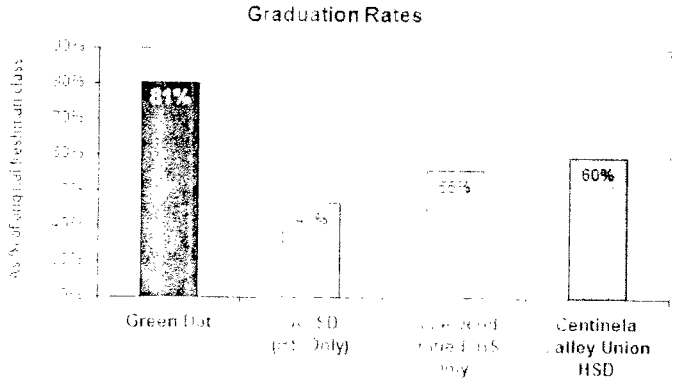
"Charter[illegible] Life," September 11, 2008

School Results

Green Dot has a proven track record of successfully serving the highest-need students in Los Angeles. All eighteen schools are addressing the needs of students who have traditionally struggled in the public school system, and they are achieving far greater results than comparable schools in standardized test scores, graduation rates, and college matriculation.

Graduation and College Acceptance

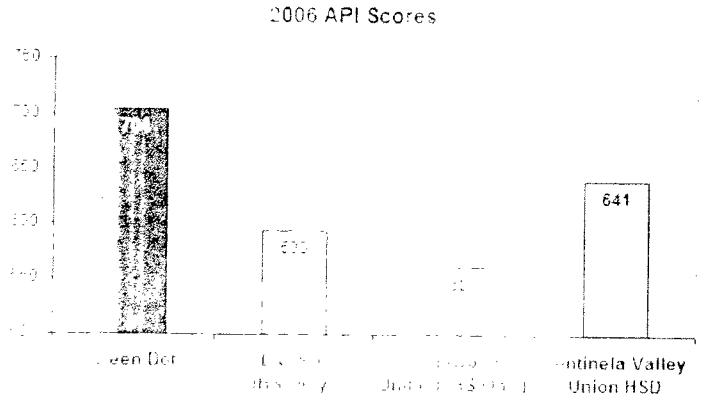
Five Green Dot schools have had graduating classes to date, and they have all produced outstanding results. 80% of entering ninth-grade students graduate within four years, and 76% of graduating **seniors** have been admitted to **four-year universities**. Almost all the rest have gone on to two-year colleges. Our graduation rates from our schools significantly outpace those of local school districts.



API Scores

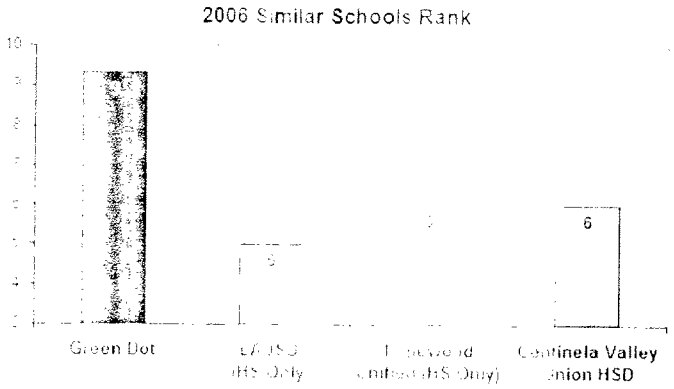
The California Department of Education (CDE) calculates an Academic Performance Indicator (API) score for each school in the state. The API score summarizes a school district's or a school's performance on the 2006 STAR and CAHSEE (high school exit exam) standardized exams, and are on a scale of 200 to 1000. (CA Dept of Education API Website)

The latest 2006 API scores show Green Dot schools significantly outperforming comparable school districts:



School Rankings

The CDE also releases school rankings based on the 10-point API score. The Similar Schools Rank compares the performance of a school to 100 schools most similar to it based on [illegible] characteristics, and ranks schools on a scale of 1 to 10 (1 = worst, 10 = best).



Similar Student Populations

Green Dot has been able to achieve all these successes with students who have very similar backgrounds to those at comparable schools in the same neighborhoods, with respect to ethnicity, income, proficiency levels in English, etc.:

Student Population Indicators (2006 Data)	Green Dot [1]	LAUSD (HS Only)	Inglewood Unified (HS Only)	Centinela Valley Union HSD
Total Enrollment	3,041	[illegible]	3,484	7,665
% Latino	82%	[illegible]	54%	66%
% African American	17%	[illegible]	45%	22%
% Free/Reduced Lunch	85%	[illegible]	63%	64%
% English Language Learners	36%	[illegible]	23%	27%
% Special Education	6%	[illegible]	9%	10%
Avg. Parent Education Level	2.02	[illegible]	2.09	2.06
Percentage Entering 9th Grade Performing At Prof & Adv	19%	[illegible]	23%	28%

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http://www.latimes.com/news/local/la-me-greendot11-[illegible]9may1[illegible]2894[illegible]story
From the Los Angeles Times

Parents are urged to dem[illegible]nd [illegible]ore from L.A. schools

Green Dot charter operator Steve Barr wants to org[illegible] grass[illegible] powe[illegible] improve public education.

By Howard Blume

May 11, 2009

Risk-taking charter school operator Steve Barr is laun[illegible]ng an [illegible] throug[illegible] which parents would wrest political control of the L.A. school system from unions, school bureauc[illegible] and ot[illegible] trench[illegible] interests.

The plan is for parents to form chapters all over town [illegible] improv[illegible] schools one by one, using the growing leverage of the charter school movement. The goal is to unite a city [illegible]erwork[illegible] and iso[illegible] parents with a brash promise:

If more than half of the parents at a school sign up, B[illegible] organ[illegible] say they will guarantee an excellent campus within three years. They call it the Parent Revolution.

With parents, they predict, they'll have the clout to p[illegible]re the L[illegible] Angele[illegible] Unified School District to improve schools. They'll also have petitions, which Barr and his allies [illegible]eep [illegible]eady[illegible] start charter schools. If the district doesn't deliver, targeted neighborhoods could be flooded with charters [illegible] aren't run by the school district. L.A. Unified would lose enrollment, and the funding would go to the cha[illegible] instead [illegible] the district.

Based on past performance, the school district would [illegible] challen[illegible] to mee[illegible] parents' heightened expectations, Barr said. "We're not trying to prove the district is doing things [illegible]g. But [illegible]ds ar[illegible] at stake."

The initiative is [illegible] developi[illegible]pushing project [illegible] publi[illegible]avvy B[illegible] and his Green Dot Public Schools. The Los Angeles-based nonprofit operates 19 local charters as well as L[illegible] High, [illegible] district's first traditional high school to be taken [illegible] operator.

Despite [illegible] and [illegible] lieutenants have [illegible]ration [illegible] what Green Dot can accomplish on its own, [illegible] make [illegible] of the fledgling [illegible] a Gr[illegible]ot spinoff that Barr envisioned as an indep[illegible] the PTA.

"You can't just have meetings," Barr said. "Unless y[illegible] driving [illegible]gible [illegible]come, you're just setting people up."

The [illegible] conc[illegible]d by Marco Petruzzi, a busi[illegible] cons[illegible] who was a Green Dot board member and now [illegible] executive. "A[illegible] was really missi[illegible] is a [illegible]ropo[illegible]on for parents," Petruzzi said. "If you do this, you get this."

The [illegible] directed by attorney Ben Austin, a long-time politi[illegible] consult[illegible] who has reshaped the Parents Union, which has a [illegible] list of thousands but a much sm[illegible]r active [illegible]. So far the Parents Union has been a useful but limited [illegible] vehicle for causes Barr supported, such as Mayor Antonio Villaraigosa's unsuccessful attempt to win control of the school district.

Barr's [illegible] Villaraigosa's campa[illegible] grass[illegible] visu[illegible] that it otherwise would have lacked. And his par[illegible] for Villaraigosa, while [illegible]ying t[illegible]selves to reporters and officials only as parents.

If [illegible] Green [illegible] will hav[illegible] the [illegible] Austin said. But he characterized a proper school as one [illegible] where the [illegible] and [illegible] fire ineffective teachers, where nearly all dollars [illegible] and [illegible] every child is [illegible] ard college.

"Not [illegible] revolution," he said. "I'm [illegible] Warner Elementary, because it's a great [illegible] tual[illegible] lready [illegible]ely working on a revolution for Emerson, he [illegible] good enough for [illegible]

In [illegible] for College-Ready Public Schools, two oth[illegible]

Fun[illegible] me from Broad [illegible] the Los Angeles Area Chamber of Co[illegible]

Th[illegible] Spanish [illegible] station [illegible] going to air ads, pro bono, that promote a

toll-free [illegible] website that features a promotional video [illegible] for [illegible]s, a handful of organizers fanned out to speak [illegible] and meeting halls.

L.A. [illegible] parent outreach [illegible] week. S[illegible] Ramo[illegible] Cortines met with long-established parent groups and [illegible] a survey of parents that [illegible] future school evaluations. On Friday, he met with Barr [illegible] collaborat[illegible]s.

The Parent [illegible] been raised with [illegible] Cortines [illegible]d. "I'm somewhat taken aback by this, but I look at a tradition [illegible] charter school as choices for parents. I [illegible] that competition is healthy, but I don't think any of us have [illegible] should [illegible] collaborating."

On a [illegible] in Tujunga, before Parents Union organizer M[illegible] Najera [illegible] even begin her pitch, she listened to parents [illegible] gathering.

Among [illegible] activist [illegible] Grant was [illegible] about the lack of [illegible] lighting at the nearby middle school; people [illegible] dark. A grocery store worker [illegible] that [illegible] disabled [illegible] daughter had been taunted in school by gang members [illegible] had [illegible] evened. A third [illegible] told of a teacher who called her daughter "lazy" and a "loser." [illegible] student at a private school, [illegible] feeling lost after [illegible] semester in her crowded public school that she [illegible] not [illegible] during.

Parents couldn't sign Najera's petition fast enough -- [illegible] the Parents Union had not even targeted Tujunga. Mark Twain Middle School in Venice and Garfield HighMark Twain Middle School in East L.A. will be the first to officially take part.

A man suggested they call their affiliate the "I'm as mad as hell and I'm not going to take it anymore" chapter.

Najera assured them: "This is a legitimate threat to the school district. And this is how we have to play to be heard. This is going to steamroll."

At some [illegible] administrators rebuffed Najera when she tried to distribute fliers, and some meetings attracted only a few people. [illegible] called school police on [illegible] organizer Shirley Ford, but at other places, principals quietly [illegible].

At a [illegible] Boys & Girls Club in Venice that drew more than [illegible], Laura Alice held 8-month-old Wren as she listened [illegible] wants neighborhood parents to leave private schools and return their children to the local [illegible].

"In [illegible] parents, it's hard to get 15 who [illegible] commit," said Alice, a business manager for artists. Some say they're [illegible] only until they get off the [illegible] waiting list.

how[illegible]

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The New York Times

May 8, 2009

OP-ED COLUMNIST

The Harlem Miracle

By DAVID BROOKS

The fight against poverty produces great programs but disappointing results. You go visit an inner-city school, job-training program or community youth center and you meet incredible people doing wonderful things. Then you look at the results from the serious evaluations and you find that these inspiring places are only producing incremental gains.

That's why I was startled when I received an e-mail message from Roland Fryer, a meticulous Harvard economist. It included this sentence: "The attached study has changed my life as a scientist."

Fryer and his colleague Will Dobbie have just finished a rigorous assessment of the charter schools operated by the Harlem Children's Zone. They compared students in these schools to students in New York City as a whole and to comparable students who entered the lottery to get into the Harlem Children's Zone schools, but weren't selected.

They found that the Harlem Children's Zone schools produced "enormous" gains. The typical student entered the charter middle school, Promise Academy, in sixth grade and scored in the 39th percentile among New York City students in math. By the eighth grade, the typical student in the school was in the 74th percentile. The typical student entered the school scoring in the 39th percentile in English Language Arts (verbal ability). By eighth grade, the typical student was in the 53rd percentile.

Forgive some academic jargon, but the most common education reform ideas — reducing class size, raising teacher pay, enrolling kids in Head Start — produce gains of about 0.1 or 0.2 or 0.3 standard deviations. If you study policy, those are the sorts of improvements you live with every day. Promise Academy produced gains of 1.3 and 1.4 standard deviations. That's off the charts. In math, Promise Academy eliminated the achievement gap between its black students and the city average for white students.

Let me repeat that. It eliminated the black-white achievement gap. "The results changed my life as a researcher because I am no longer interested in marginal changes," Fryer wrote in a subsequent e-mail. What Geoffrey Canada, Harlem Children's Zone's founder and president, has done is "the equivalent of curing cancer for these kids. It's amazing. It should be celebrated. But it almost doesn't matter if we stop there. We don't have a way to replicate his cure, and we need one since so many of our kids are dying — literally and figuratively."

These results are powerful evidence in a long-running debate. Some experts, mostly surrounding the education establishment, argue that schools alone can't produce big changes. The problems are in society, and you have to work on broader issues like economic inequality. Reformers, on the other hand, have argued that school-based approaches can produce big results. The Harlem Children's Zone results suggest the

reformers are right. The Promise Academy does provide health and psychological services, but it helps kids who aren't even involved in the other programs the organization offers.

To my mind, the results also vindicate an emerging model for low-income students. Over the past decade, dozens of charter and independent schools, like Promise Academy, have become no excuses schools. The basic theory is that middle-class kids enter adolescence with certain working models in their heads: what I can achieve; how to control impulses; how to work hard. Many kids from poorer, disorganized homes don't have these internalized models. The schools create a disciplined, orderly and demanding counterculture to inculcate middle-class values.

To understand the culture in these schools, I'd recommend "Whatever It Takes," a gripping account of Harlem Children's Zone by my Times colleague Paul Tough, and "Sweating the Small Stuff," a superb survey of these sorts of schools by David Whitman.

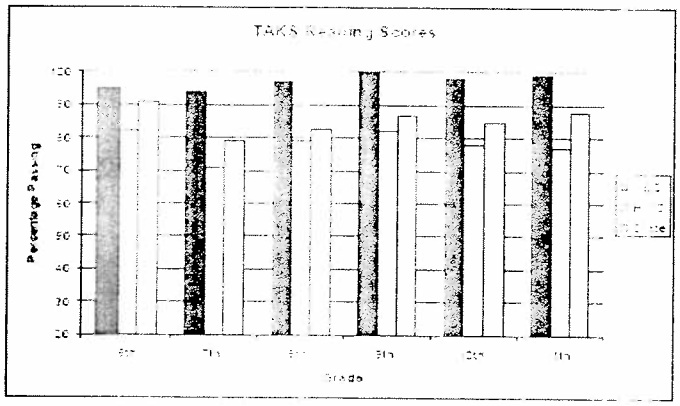
Basically, the no excuses schools pay meticulous attention to behavior and attitudes. They teach students how to look at the person who is talking, how to shake hands. These schools are academically rigorous and college-focused. Promise Academy students who are performing below grade level spent twice as much time in school as other students in New York City. Students who are performing at grade level spend 50 percent more time in school.

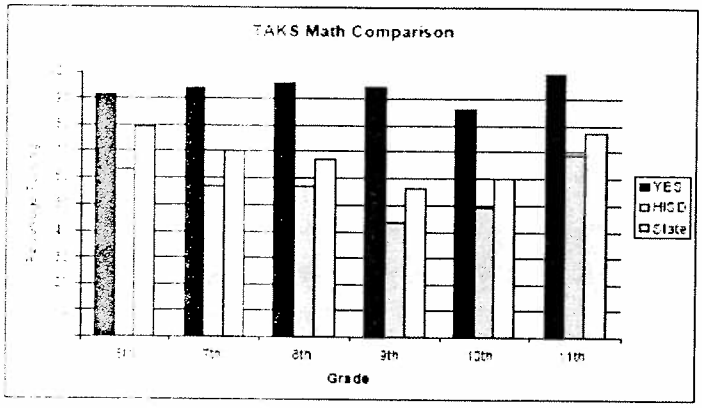
They also smash the normal bureaucratic strictures that bind leaders in regular schools. Promise Academy went through a tumultuous period as Canada searched for the right teachers. Nearly half of the teachers did not return for the 2005-2006 school year. A third didn't return for the 2006-2007 year. Assessments are rigorous. Standardized tests are woven into the fabric of school life.

The approach works. Ever since welfare reform, we have had success with intrusive government programs that combine paternalistic leadership, sufficient funding and a ferocious commitment to traditional, middle-class values. We may have found a remedy for the achievement gap. Which city is going to take up the challenge? Omaha? Chicago? Yours?

State-Mandated Exams (TAKS Test)

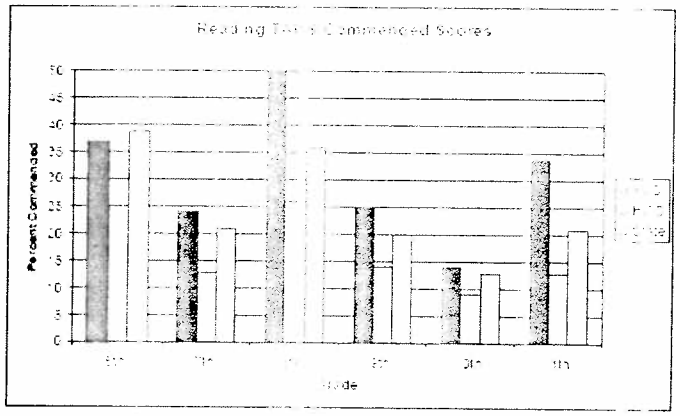
Every spring, YES students take the Texas Assessment of Knowledge and Skills test (TAKS) to demonstrate proficiency in the areas of reading, math, science and social studies. The following charts outline YES Prep's performance compared to HISD and the state of Texas for 2005-06:

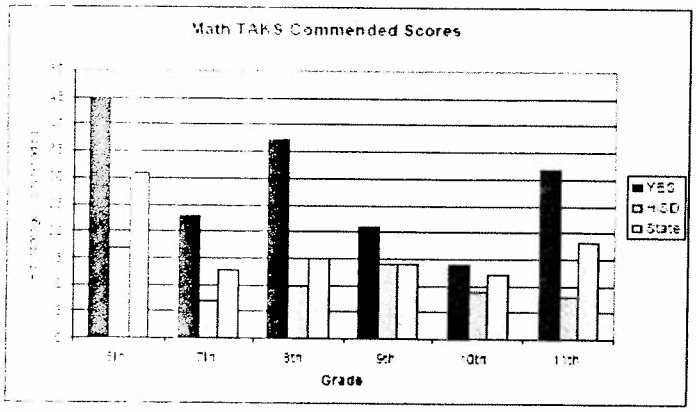




Commended Performance

Commended Performance is the designation used by the Texas Education Agency for students who answer 90 percent or more of the question[illegible] on a given test correctly.





Historical Performance: 2003-2005

	6th Grade		7th Grade		8th Grade		9th Grade		10th Grade		11th Grade	
	Reading	Math	Writing	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
2004-2005												
YES	93	88	97	93	96	82	98	9[illegible]	94	81	98	98
HISD	79	58	[illegible]	68	78	47	75	[illegible]	55	[illegible]	69	69
2003-2004												
YES	93	95	96	91	98	96	95	8[illegible]	97	91	99	99
HISD	78	62	[illegible]	55	57	56	78	[illegible]	56	56	81	79
2002-2003												
YES	95	94	98	93	100	100	98	9[illegible]	99	97	94	94
HISD	79	56	[illegible]	59	85	62	74	[illegible]	62	[illegible]	63	61

The table to the left compares YES student performance on the 2005, 2004 and 2003 TAKS tests to the equivalent grades in HISD. Scores for the three campuses have been averaged together.

College Acceptance List: 2001-2008

- 100% of YES Prep's graduating seniors have been accepted to a four-year college.
- YES Prep graduates have been accepted to 251 colleges and universities nationwide.
- Students have received scholarships, grants and financial aid awards totaling over $23 million dollars.
- Over 90% of the graduates are first generation college-bound students.

Adelphi University
Agnes Scott College
Alcorn State University
Amherst College
Angelo State University
Appalachian State University
Art Inst. of Boston–Lesley Univ.
Art Institute of California
Art Institute of Dallas
Art Institute of Houston
Asbury College
Austin College
Bard College
Barnard College
Bates College
Baylor University
Beloit College
Berea College
Barry University
Biola University
Boston University
Brandeis University
Brown University
Butler University
California College of the Arts
California Institute of the Arts
California Lutheran University
Campbell University
Canisius University
Carleton College
Catholic University of America
Centenary College of Louisiana
Claremont McKenna College
Clark Atlanta University
Clemson University
Colgate University
College of Santa Fe
College of St. Rose
College of William and Mary
College of Wooster
Colorado College
Colorado School of Mines
Colorado State University
Columbia University
Concordia University (California)
Concordia University (Oregon)
Concordia University (Texas)
Connecticut College
Converse College
Cornell College
Cornell University
Creighton University
Dallas Baptist University
Davidson College
DePaul University
Dillard University
Drexel University
Duke University
Earlham College
Elizabeth City State University
Embry-Riddle Aeronautical University
Emerson College
Eugene Lang College-New School Univ.
Evergreen State University
Fairfield University
Fayetteville State University
Florida A&M University
Florida Institute of Technology
Florida International University
Florida Southern College
Fordham University
Fort Lewis College
Franklin and Marshall College
[illegible] College
George Mason University
George Washington University
Georgetown University
Gonzaga University
Grambling State University
Grand Valley State University
Grinnell College
Hamilton College
Hampshire College
Harvard University
Haverford College
Hendrix College
High Point University
Hollins University
Hofstra University
Houston Baptist University
Howard University
Huston-Tillotson College
Int'l Academy of Design & Technology
Iowa State University
Johns Hopkins University
Johnson and Wales University
Kansas City Art Institute
Kansas State University
Kettering University
Knox College
Lafayette College
Lake Superior State University
Lamar University
Lawrence Technological University
Lehigh University
LeTourneau University
Lewis and Clark College
Loyola Marymount University
Loyola University-Chicago
Loyola University-New Orleans
Lynn University
Maine College of Art
Mary Baldwin College
Marymount University
Marquette University
McMurry University
[illegible] College
Michigan State University
Midwestern State University
Mills College
Morgan State University
Mt. Holyoke College
Nazareth College
New York University
Norfolk State University
North Carolina State University
Northeastern University
Northwestern University
Northwood University
Oberlin College
Occidental College
Oregon Institute of Technology
Otis College of Art and Design
Our Lady of the Lake University
Pace University
Philadelphia University
Pitzer College
Pomona College
Prairie View A&M University
Pratt Institute
Providence College
Randolph College
Reed College
Regis University
Rensselaer Polytechnic Institute
Rice University
Ripon College
Rochester Inst. of Technology
[illegible]
St. John's University
St. Mary's College
Salem College
Sam Houston State University
Santa Clara University
Sarah Lawrence College
Savannah College of Art & Design
[illegible] University
Scripps College
Seattle University
Seton Hall University
Sewanee: The University of the South
Smith College
Southern University
Southern Methodist University
Southwestern Adventist University
Southwestern University
Spring Hill College
Stanford University
Stephen F. Austin State University
Stephens College
St. Edward's University
St. Francis University
St. Louis University
St. Mary's University of San Antonio
St. Thomas University
Susquehanna University
Syracuse University
Texas A&M University
Texas A&M University-Commerce
Texas A&M University–Corpus Christi
Texas A&M University–Galveston
Texas A&M University–Kingsville
Texas Christian University
Texas College
Texas Lutheran University
Texas Southern University
Texas State University–San Marcos
Texas Tech University
Texas Woman's University
Trinity University
Tufts University
Tulane University
University of Arizona
University of Chicago
University of Dallas
University of Dayton
University of Delaware
University of Detroit Mercy
University of Houston-Downtown
University of Houston-Main Campus
University of Houston–Honors College
University of Louisiana–Lafayette
University of Maine
University of Mary Hardin-Baylor
University of Massachusetts–Amherst
University of Miami
University of Michigan
University of Missouri–Columbia
University of Montana-Missoula
University of New Mexico
University of North Texas
University of Notre Dame
University of Oregon
University of Pennsylvania
University of Redlands
University of Rochester
University of San Diego
University of San Francisco
University of Scranton
University of Southern California
University of St. Thomas
University of Texas–Arlington
University of Texas–Austin
University of Texas–Dallas
University of Texas–El Paso
University of Texas–Pan American
University of Texas–San Antonio
University of the Incarnate Word
University of the Pacific
University of Tulsa
University of Vermont
University of Washington
University of Wisconsin–Madison
Valparaiso University
Vanderbilt University
Vassar College
Washington and Jefferson College
Washington University in St. Louis
Webster University
Wellesley College
Wesleyan College
Wesleyan University
Western State College of Colorado
Whitman College
Whittier College
Williams College
Wingate University
Woodbury University
Worcester Polytechnic Institute
Xavier University of Louisiana
Xavier University
Yale University

*Colleges listed in **bold** denote where YES alumni have graduated from and/or are currently attending.*

Charter High Schools: Closing the Achievement Gap

YES College Preparatory School, Southeast Campus
Houston, Texas

School Profile: Selected Variables	
Year First Chartered and Authorized	1998, state
Grades and Enrollment	6–12 and 665
Student Ethnicity	5% African-American 1% Asian American 92% Hispanic 2% White
Special Education	2%
Free and Reduced-price Lunch	78%
Graduation Rate	100%
Annual Cost per Student	$7,235

Texas Assessment of Knowledge and Skills scores data from 2005–06

Just off a busy main highway, along what was until recently a country road, now dotted with small business-industrial parks and new housing, three neat rows of portable-like structures house YES College Preparatory School, Southeast Campus (YES Prep). Along these rows, flapping in the Gulf Coast breeze, inspirational banners proclaim the school's philosophy: "Excellence is a Habit," "The Students of Today Are the Leaders of Tomorrow," "The Only Way to Lose Is to Quit Trying." One banner, declaring "Whatever It Takes," holds special meaning for students, families, and teachers as YES Prep's recipe for success. For Keith Desrosiers, the school's third principal and former YES Prep teacher, "whatever it takes" means "not letting obstacles prevent us from reaching our goal." And the goal is ambitious: matriculation from high school as well as acceptance to and success at a four-year college.

YES Prep's mission is "to provide a rigorous and comprehensive educational program that prepares low-income students to succeed in a four-year college or university," which is later defined as "pursuing excellence, building positive relationships, serving [illegible] communities, and creating new opportunities and experiences." The school's curriculum includes an integrated, [illegible] through 12th-grade academic and [illegible] program, a longer school day, monthly service learning (i.e., [illegible] by experiences on Saturdays, annual three-week summer sessions [illegible] opportunities, and [illegible] wide spring trips to colleges and [illegible]

The idea for YES College Preparatory School was born when Chris Barbic, a dedicated and visionary Teach for America corps member at Houston's Rusk Elementary School, and a small group of parents saw Rusk's graduating students slip academically and disengage from learning while attending their neighborhood middle and high schools. "High rates of illiteracy, truancy, and juvenile crime were consuming students in the East End," says Barbie. The impetus for a new schooling model, says one board member, was "seeing good work being lost" as students entered the large and low-performing [illegible] schools where there was "no one to catch them when they fall."

In 1995, through a charter with the Houston Independent School District, Barbie and others opened YES Preparatory school, a middle school program for students at Rusk. By the time the first cohort of eighth-graders graduated in 1998 the vision for an integrated sixth through 12th grade program had evolved and a new charter was obtained to open the state's only chartered public middle and high school district. The first school in the YES system, YES College Preparatory School, Southeast campus, opened that same year. Since then the YES system, still headed by Barbic, has opened two other campuses, with another campus opening this fall.* Currently, the southeast campus is the only one fully integrating all middle and high school grade levels. Desrosiers says the "plan is to operate 13 campuses in Houston neighborhoods within the next 10 years."

"Our intent is to change the face of public education," he says, "by making sure that all kids in Houston, regardless of where they live, get the best education and by changing their expectations along the way." The ultimate goal, he adds, is "to create a critical mass of college educated students who can then return to Houston and bring real change to our underserved neighborhoods and communities."

School Operations and Educational Program

YES Prep offers its students, selected by lottery, an award-winning rigorous college preparatory curriculum and enriching social experience. The curriculum is a content-based detailed scripted sequence of instruction—developed by YES Prep faculty and based on Pre-AP and AP course outlines—specifying student outcomes for each nine-week grading period. AP work is offered in every subject area. Students also report a thriving social experience at YES, talking of dances, community service projects, sports competitions, summer enrichment activities, and more than 30 mixed-grade clubs from which to choose.

The YES Prep course of study is aligned to state standards and has augmented requirements. To qualify for a diploma, students are required to earn 22 credits, including 4 in English, 4 in mathematics, [illegible] foreign language, 4 in science, 4 in the social sciences, 1-1/2 in physical education and health, 1 in both fine arts and [illegible], and 1-1/2 in electives ranging from painting, video production, and photography, to psychology, yearbook, and robotics.

[illegible] between caring adults and students are promoted through the structure of the school. All students participate in the APSD (Academic, Personal, and [illegible]) program, which [illegible] nonacademic issues relevant to their [illegible] students [illegible] and support and discuss [illegible] of a classroom [illegible] information about puberty, dating, [illegible], and sexuality. [illegible] learn about career and academic

planning, money and time management, and how to study. By their junior year, APSD becomes a twice weekly seminar, and their senior year a daily seminar, to address issues about the transition from home and family to roommates and college, and facilitate the college search, application and acceptance process.

YES Prep students report high satisfaction with their school experience, crediting good teaching and caring adults for their successes. Teachers give one-to-one time in class, out of class, after class, through e-mails or cell phone calls. Issued cell phones, all teachers are on call to students until 9 p.m. each school night and on weekends. "Teachers want you to understand information, not memorize it, and make us redo work until we get it right," says one student. They "find new ways to teach until you understand." Another student declares, "Knowing they honestly care is my safety net."

Class sizes are small, typically one teacher for every 13 students, the largest class sizes not exceeding 28 students. Having time to work individually with students is key to the school's success. As described by one veteran YES Prep teacher, the school is committed to moving beyond "book knowledge and taking thinking to the next level, to interpreting, analyzing, challenging children." A new teacher talks about "making material relevant" and "keeping content exciting," explaining that he teaches mathematics by using examples and by inviting guest speakers from applied fields, like meteorology and psychology, and from the computer industry. "Ask anyone, even the custodian," urges Desrosiers. "Every single person knows why they are here—to get our kids into college and ensure that they are successful when they are there."

Assessment is integrated into the YES Prep instructional program and is used to develop tutorials, to target individual [illegible] instruction and remediation, and to designate time for pullouts or enrichments for students below grade level or struggling to master content, especially in reading and mathematics. Teachers report routinely working in teams and departments to disaggregate data in order to make sense of them and understand what [illegible] for subsequent teaching.

Family Involvement and Partnerships

Parents' belief in the YES Prep mission and involvement in bringing it to fruition are central to the school's success. Parents sign a "contract of commitment" to affirm their role in the "Whatever It Takes" approach. Desrosiers explains that while working multiple jobs prevents most parents from spending time in the classroom, they are active in many other ways. [illegible] Parent Advisory Association provides a range of [illegible] services, such as [illegible], special events planning, office [illegible], monitoring the cafeteria [illegible] to supervise Saturday service activities. According to parents, communication with teachers and the administrative [illegible] and they feel [illegible] to ideas, suggestions, and concerns. [illegible] maintain [illegible] e-mail and telephone contact.

[illegible] with us," declares Desrosiers. The YES [illegible] long-term partnerships [illegible] an expanding pool of community [illegible] that [illegible] the school's mission. Many are contracted [illegible] enrichment [illegible] courses and clubs for the students. All [illegible] service-learning [illegible] and interface with the greater [illegible] community through their [illegible] efforts. Examples of such projects

include building paddocks at a humane horse ranch, cleaning beaches and parks, and tutoring elementary school students. During the summer, many students are placed at university summer school programs or in volunteer internships or real work experiences or work shadowing opportunities at local businesses.

YES Prep maintains an extensive network of relations with college recruiters, frequently invites college and university representatives and alumni to meet with students, and takes students to visit campuses across the nation. A partnership with Houston Community College allows YES Prep students to take dual enrollment courses in [illegible] calculus, calculus, and [illegible] and composition, as well as to make up courses [illegible] during summer sessions.

Since acceptance to a four-year college is a graduation requirement, and since many students are first-generation college-bound, the school works directly with parents to support them through the "letting go" process. A designated full-time faculty works with each student and family to identify colleges and universities, apply, select "the best fit" from among the offers, secure financial aid or scholarships, prepare for the transitions, and provide alumni support once they are enrolled.

Governing for Accountability

A board and [illegible]-based leadership team govern YES Prep. The board, comprising a group of 21 [illegible] and community leaders, sees chartering as an innovative tool that can be used well or poorly. YES, says one board member, is using the tool effectively to "create a different culture in education—a culture of success." The on-site management team, consisting of the principal, the middle and high school deans, and the director of college counseling, meet weekly to address operational and other "hot topic" issues. Together with some of the department heads and nominated teachers and staff, they form the campus-based leadership team, who address budget, personnel, and student affairs.

As a charter school, YES Prep has the flexibility and autonomy to innovate, solve problems, and do "whatever it takes" to meet the academic, behavioral, social, and development needs of students so that each graduate succeeds at a four-year college or university. Desrosiers says, "Now that we have an 'army' of alumni in four-year colleges and universities, it is easier for our students and families to see that they are capable of achieving the same results. Success breeds success."

[illegible] percent of YES [illegible] first generation college-bound students were [illegible] colleges and [illegible] 56 campuses nationwide. Among the [illegible] since 200[illegible] three AP scholars with distinction, [illegible] honors [illegible] four honorable mentions from the [illegible] Recognition [illegible] Millennium scholars, ten Vanguard scholars [illegible] Robinson [illegible] scholar. YES Prep also has a college [illegible] percent [illegible] of its students being accepted to [illegible] each year since 2001.

[illegible] charter school [illegible] Prep is the only school to receive the [illegible] "Recognized" every year of [illegible] nationwide to receive the Hewlett-[illegible] School [illegible] it was one of 20 schools to receive

the Education Trust's Dispelling the Myth award for educational excellence in low-income minority students.

YES Prep: Evidence of Closing the Achievement Gap

Outperforming the Houston Independent School District (HISD) on the 2005 Texas Assessment of Knowledge and Skills (TAKS) exams in reading and math, 98 percent of YES Prep students passed the English language arts exam and 95 percent passed the math exam compared with 74 percent of HISD students passing reading and 52 percent passing math.

Ninety-nine percent of 11th-grade YES Prep students passed the TAKS English exam and 100 percent passed the math exam compared with the Texas state average of an 88 percent pass rate in English and a 77 percent pass rate in math.

In HISD, 30 percent of high school students take the SAT compared with 100 percent of YES seniors. The average YES score on the SAT was 1025 in 2005, higher than average for their local district in Texas (932) and higher than the national average for Hispanic students (937).

[illegible] until the campus has a [illegible]

The New York Times

June 28, 2007

Union to Help Charter Firm Start School in the Bronx

By JENNIFER MEDINA

Green Dot Public Schools, a charter school operator from Los Angeles, is seeking to expand into New York with the cooperation of the teachers' union.

Under the proposal, Green Dot, which is heavily financed by the billionaire philanthropist Eli Broad, would open a high school in the South Bronx. The school, which must be approved by the state, would become one of only a handful of charter schools in the city to use a union contract.

The cooperation of the union, the United Federation of Teachers, is unusual. It has been lukewarm toward charter schools, many of which actively oppose unions. The schools are publicly financed but are largely free from the control of local school districts.

Randi Weingarten, the president of the teachers' union, said yesterday that she approached Steve Barr, the founder of Green Dot, to open the school because he favors working with unions.

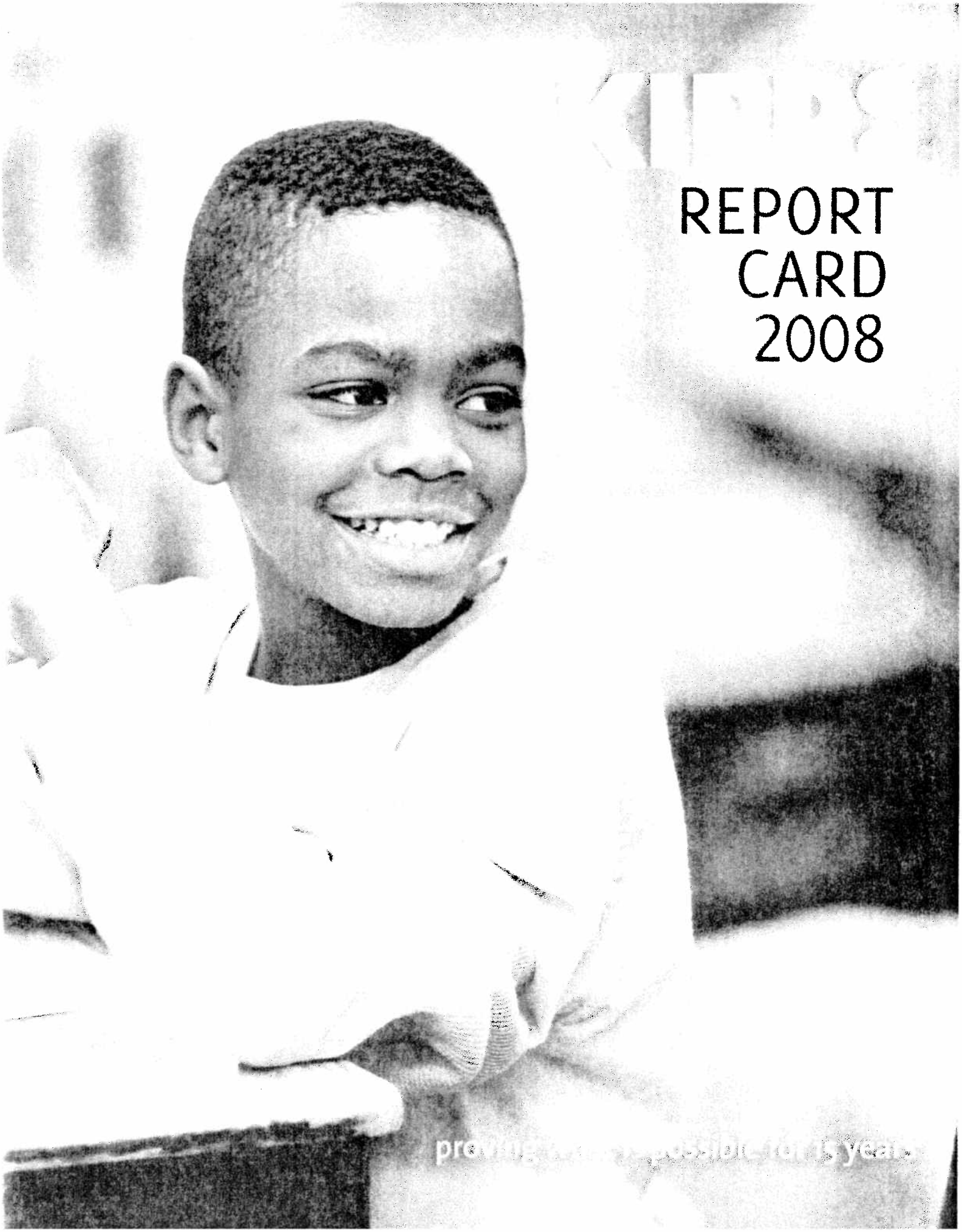
"We have never been against increasing charters, but we were against the anti-union animus in some charter schools," Ms. Weingarten said. The union already runs two charter schools in Brooklyn.

The plan calls for all teachers to be part of the union, but their contract would be simpler than the citywide contract. The union and Green Dot have already reached agreement on the general terms and structure of their contract.

Rather than dictating the number of hours and minutes teachers must spend at the schools, it would just call for a "professional workday," they said. The contract could also eliminate tenure, but would set guidelines for when a teacher can be dismissed. Many charter schools can dismiss teachers at will.

Mr. Barr, who has sparred in recent months with school officials in Los Angeles over his aggressive plans for expansion of schools, said that he had turned down offers before to expand beyond California and that he had responded only because it was the union that had approached him.

"If it were the mayor or the chancellor, I probably would have said no," he said in an interview yesterday. "But to say that we are doing reform with the largest union is something very different. We can prove the unions and reformers work together."



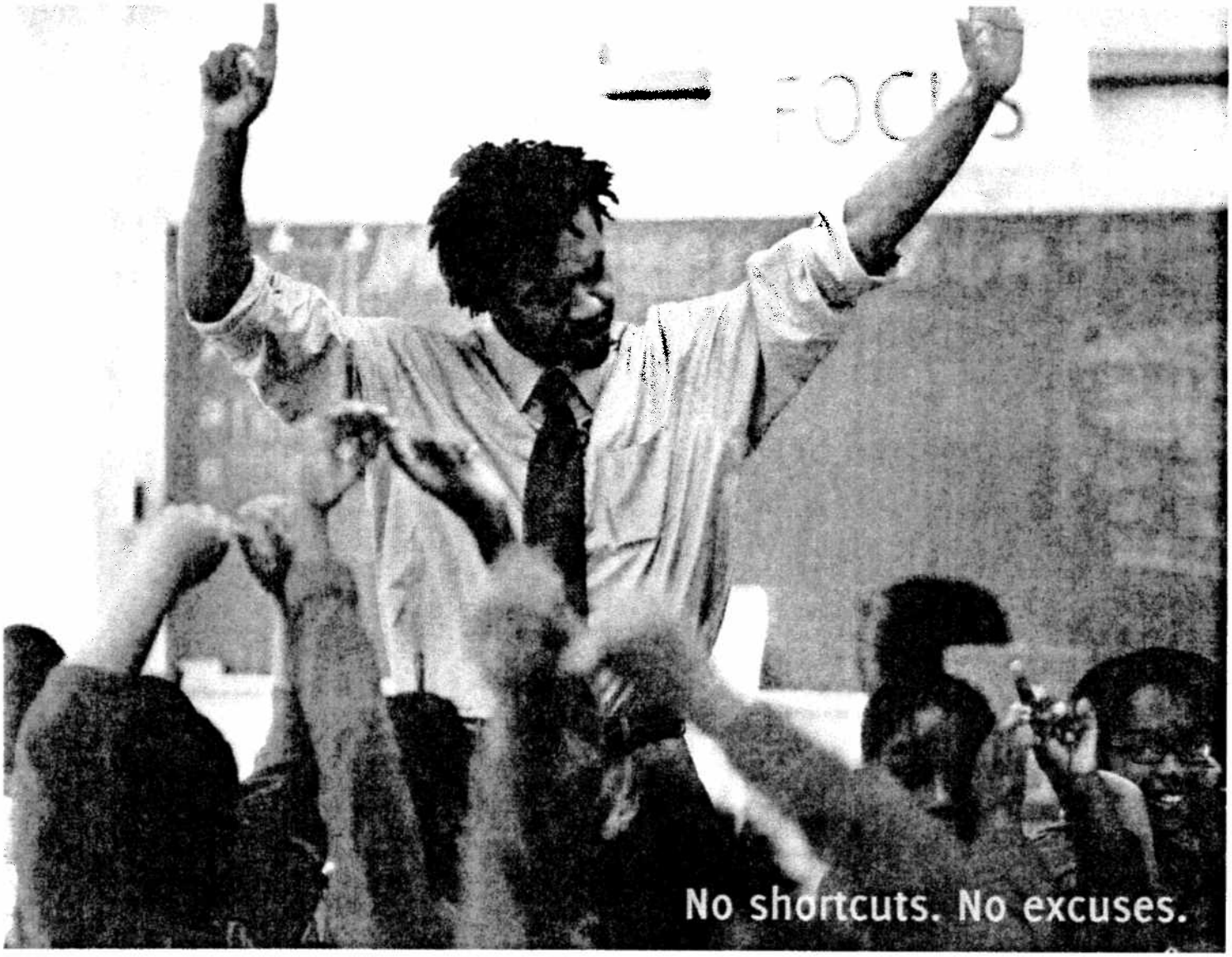
REPORT CARD 2008

KIPP, the Knowledge Is Power Program, is a national network of free, open-enrollment, college-preparatory public schools with a track record of preparing students in underserved communities for success in college and in life. There are currently 66 KIPP schools in 19 states and the District of Columbia serving almost 17,000 students.

All KIPP schools share a core set of operating principles known as the Five Pillars: High Expectations, Choice & Commitment, More Time, Power to Lead, and Focus on Results.

Our vision is that, one day, all public schools will help children develop the knowledge, skills, character, and habits necessary to achieve their dreams while making the world a better place.

At KIPP, we are committed to sharing the results of all KIPP schools—ensuring we maintain high quality and acknowledging where we have room for improvement as we grow our network. The annual KIPP Report Card is a direct reflection of our commitment to transparency and accountability for student results and achievement in our schools.



KIPP has **HIGH EXPECTATIONS**
for student achievement.

Sustaining Excellence

Today, the Foundation's major responsibility is to support and sustain excellence in our schools. Our growth continues to be a journey, complete with challenges that we must overcome if we are going to get better as we get bigger. The Foundation has identified a number of these challenges and is working to create innovative solutions that will add value to our schools and regions. We are developing and implementing a number of programs designed to surface best practices, to incubate new ideas from inside and outside the network, and to pilot initiatives in regions. Key areas of focus include using data to analyze performance and measure progress, enabling sharing and collaboration, and developing and supporting leaders at all stages of their careers.

26 sites piloting the Healthy Schools Initiative

5 year study of KIPP's impact on middle school outcomes

$8 million invested in leadership development annually

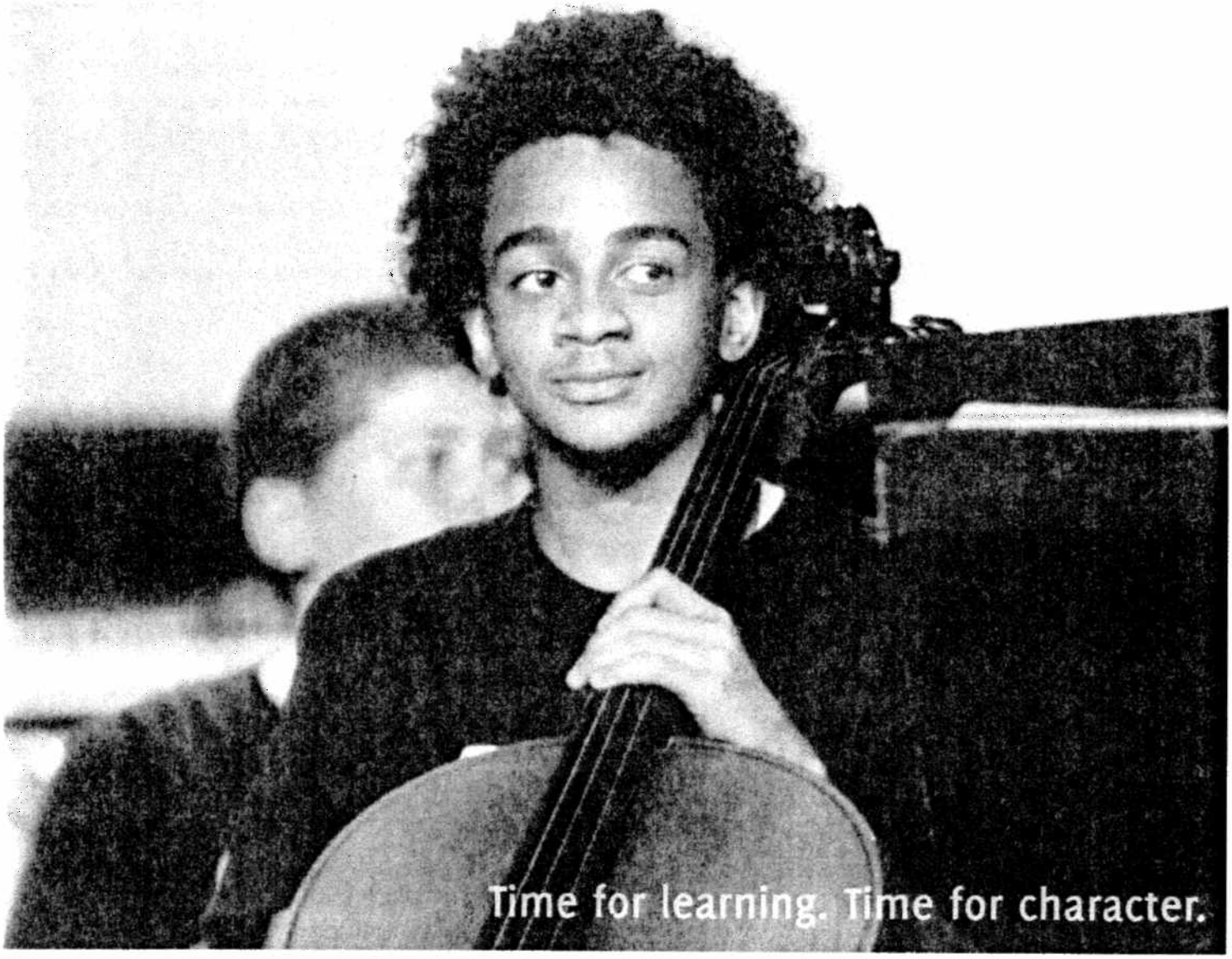
Using Data to Improve

KIPP must relentlessly focus on maintaining high standards of excellence for student and school performance, even as the network scales. In collaboration with our schools and regions, the Foundation launched the Healthy Schools Initiative to begin identifying and tracking key measures of school health, both academic and non-academic, in order to heighten awareness of school health.

The Healthy Schools Initiative establishes a shared framework for describing and measuring school health. The goals are to build understanding of performance against key performance indicators, identify and share effective practices, and create an evidence base to inform school improvement efforts. Healthy Schools focuses on measuring student outcomes in KIPP schools such as academic achievement and character, while also examining the leading indicators of these outcomes, such as leadership and teaching.

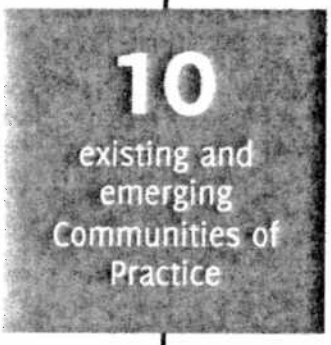
Ultimately, this data will allow KIPP leaders to critically assess the performance of their schools, identify best in class practices by viewing data from across the network, and share strategies for improvement with one another. This information will also be used to inform the way in which the KIPP Foundation provides supports and services, offers professional development, and assesses the growth readiness of our schools. We are currently piloting the Healthy Schools Initiative with 26 schools in the network, and anticipate national participation over the next two years.

Our major external evaluation effort, the National Evaluation of KIPP Middle Schools, is in progress. In November 2007, we selected Mathematica Policy Research as our evaluator for a multi-year evaluation of KIPP middle schools. The study will deliver information about KIPP's impact on student outcomes, both academic and non-academic. The evaluation's findings will be used to identify opportunities for program improvement and to share knowledge and insights with the broader education community.



Giving students and teachers MORE TIME.

KIPP students attend nine hours of class a day on average, with additional Saturday school and summer school hours designed to catch them up and move them ahead. The extra time allows teachers to focus on building character strengths and habits, just as significant as academics in preparing students for success in college and beyond. More time also allows for a rich education including arts, physical education, and field lessons.



Enabling Sharing and Collaboration

Examining the health of our schools leads us to focus on our greatest asset: teachers. We have incredible teachers and we are working hard to creating a culture where sharing and collaboration are promoted and valued.

Enabling sharing and collaboration has two significant intended outcomes. One, teachers and staff have the resources to be innovative and effective but will not have to reinvent the wheel. For example, if a math teacher is preparing a lesson on fractions, he or she does not have to start from scratch, but instead can utilize prepared materials that have had successful results in other KIPP schools. Consequently, our students have access to the best that KIPP can offer, regardless of whether a strategy or a lesson plan originates within their region or even in their state. Second, we are seeding the growth of more innovative education ideas. Teachers can build off of each other's ideas, resulting in stronger teaching strategies and a better education for their students. This initiative, called KIPP SHARE, includes the implementation of a common technology platform that is easily deployed across regions.

At the national level, the Foundation has also formalized a number of "Communities of Practice" to support staff members who teach the same subject or share the same job functions, such as Development Director or Regional Leader. Members of Communities of Practice gain new insights into common challenges and share knowledge through email listservs, professional development retreats and school-to-school visits, and web portals where members share helpful materials. Sharing has proven to be a rewarding experience that enables teams and individuals to connect with their peers throughout the network and learn from each other's experiences. Community Managers help to set norms, launch collaborative initiatives, organize professional development activities, and build cohesion within each group.

Developing and Supporting Leaders

We believe it is important to have shared language, expectations and tools to promote leadership at KIPP, thereby strengthening the "Power to Lead." The Foundation has recently developed a new leadership competency model that will serve as the anchor for Foundation and regional efforts to recruit, assess, develop and retain excellent leaders. This model has broad applicability to leaders across the network and will align with all levels of leadership. This global model will also be tailored to describe what is essential to be successful in instructional leadership roles such as Principal, Assistant Principal, Grade Level Chair, and Dean. By defining expectations, the entire organization will have a shared understanding of what it means to be an effective KIPP leader and how to grow both within a given leadership position and from one leadership position to the next. This support for high-quality leadership is critical to providing first-rate educational opportunities in more and more KIPP schools as we continue to expand.

Expanding Our Impact

Since the KIPP Foundation started training school leaders to open new KIPP schools eight years ago, we have grown from two schools in two states, to 66 schools in 19 states and the District of Columbia. Today, KIPP has the most expansive footprint of college-preparatory public schools in the country. Our growth has allowed us to serve nearly 21,000 students. We continue to increase the size of the network with a target of 100 schools operating in the 2010-11 school year, serving 40,000 students a year when those schools are at scale.

New KIPP schools are opened by graduates of the KIPP School Leadership Program. The year-long Fisher Fellowship includes intensive summer coursework in an academic setting, half-year residencies at KIPP schools, and individualized coaching from experienced KIPP staff. The Fellowship utilizes lessons learned from the experience of our 77 Fellows over the past eight years so that new school leaders can found and run KIPP schools that are able to serve students in the best ways possible.

With the goal of expanding KIPP's impact thoughtfully and strategically, KIPP is focusing growth in two specific ways.

Opening New Schools in KIPP Regions

In our regional growth model, schools are clustered into geographic regions with a shared services center, a common board, and an Executive Director. Schools within a region take advantage of economies of scale in securing talent and other resources, while the shared services center supports school operations so that schools can focus on excellent instruction. Currently a majority of schools (73 percent) are within regions, and all new schools will be opened in existing or new regions.

New regions are established based on a rigorous site selection process. The review looks at available talent, funding, and facilities options, and assesses the region's potential to succeed with academic, financial, and operational autonomy. Our newest region is Jacksonville, Florida.

Moving to PreK through 12

By expanding to a PreK through 12 model within communities, KIPP is aiming to deepen our commitment to each KIPP student. As hard as the students in our middle schools work and as much as they have achieved, we recognize that we can offer them more by starting earlier, providing a high quality education to students as young as three years old. Building on the design created in the first KIPP elementary school opened in 2004 in Houston, we will continue to open schools to serve the youngest KIPPsters. Within three years, elementary schools will comprise 25 percent of the KIPP network. Additionally, by opening high schools, we can make certain that our middle schoolers have access to a high school that embraces high expectations.

Across the KIPP network, our commitment is shared – to provide an excellent education to our students and set them on a path to and through college.

1994
The first KIPP classroom

1995
KIPP academies in Houston and the South Bronx

2000
KIPP Foundation established

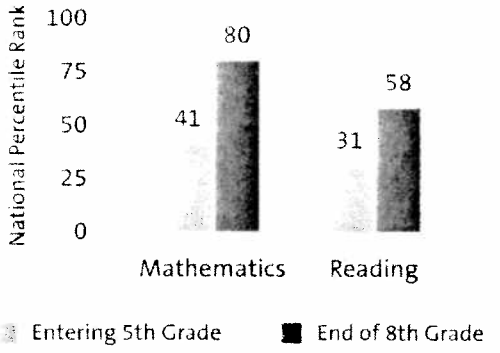
2008
66 schools, nearly 17,000 students

100 schools
PROJE

25,000 students
2011

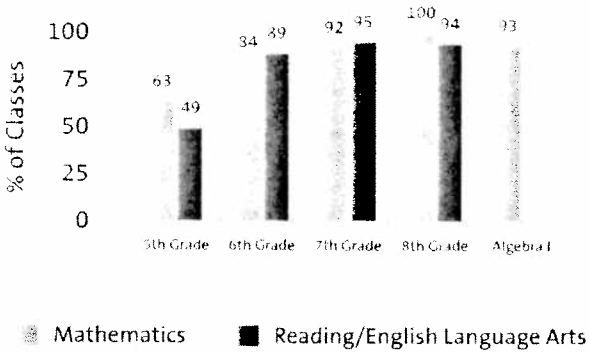
NATIONAL KIPP RESULTS

Average Test Score Growth Over Four Years at KIPP Middle Schools*



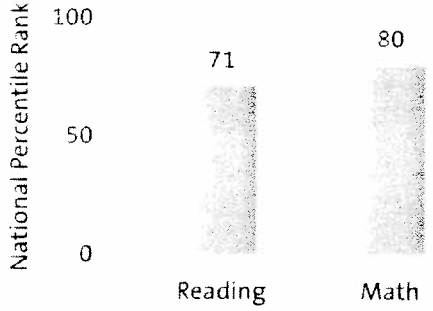
* As measured by norm-referenced tests. The four year growth statistic represents approximately 1,800 students.

Percent of KIPP Middle School Classes Outperforming Districts *



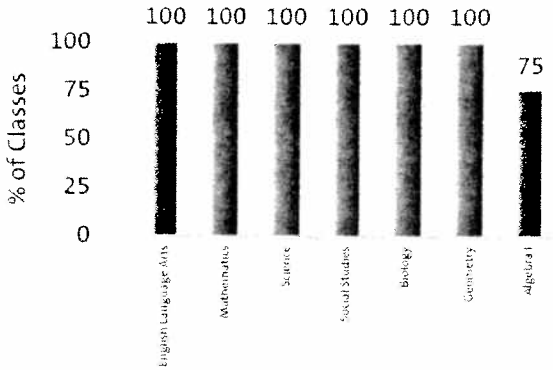
* Tests are administered at the end of each school year and therefore do not represent entering scores.

Average Test Score of 2nd Graders at KIPP SHINE Prep *



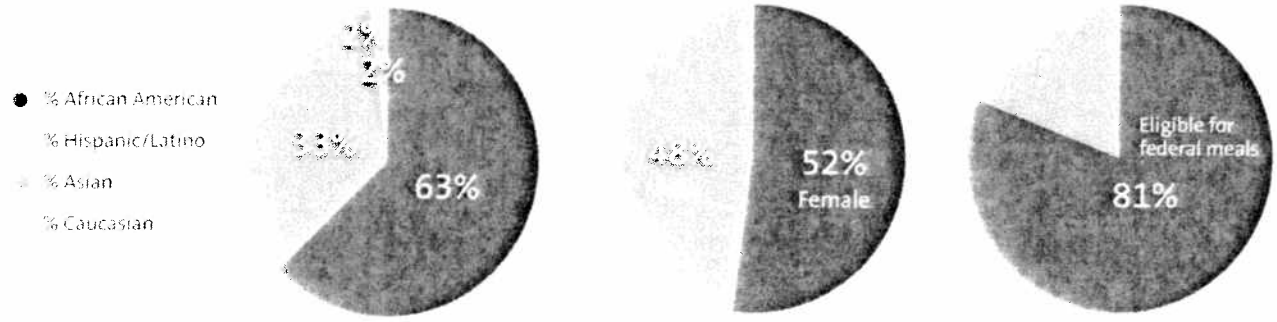
* KIPP SHINE Prep represents KIPP's most mature elementary school, in which students enroll at the Pre-K level.

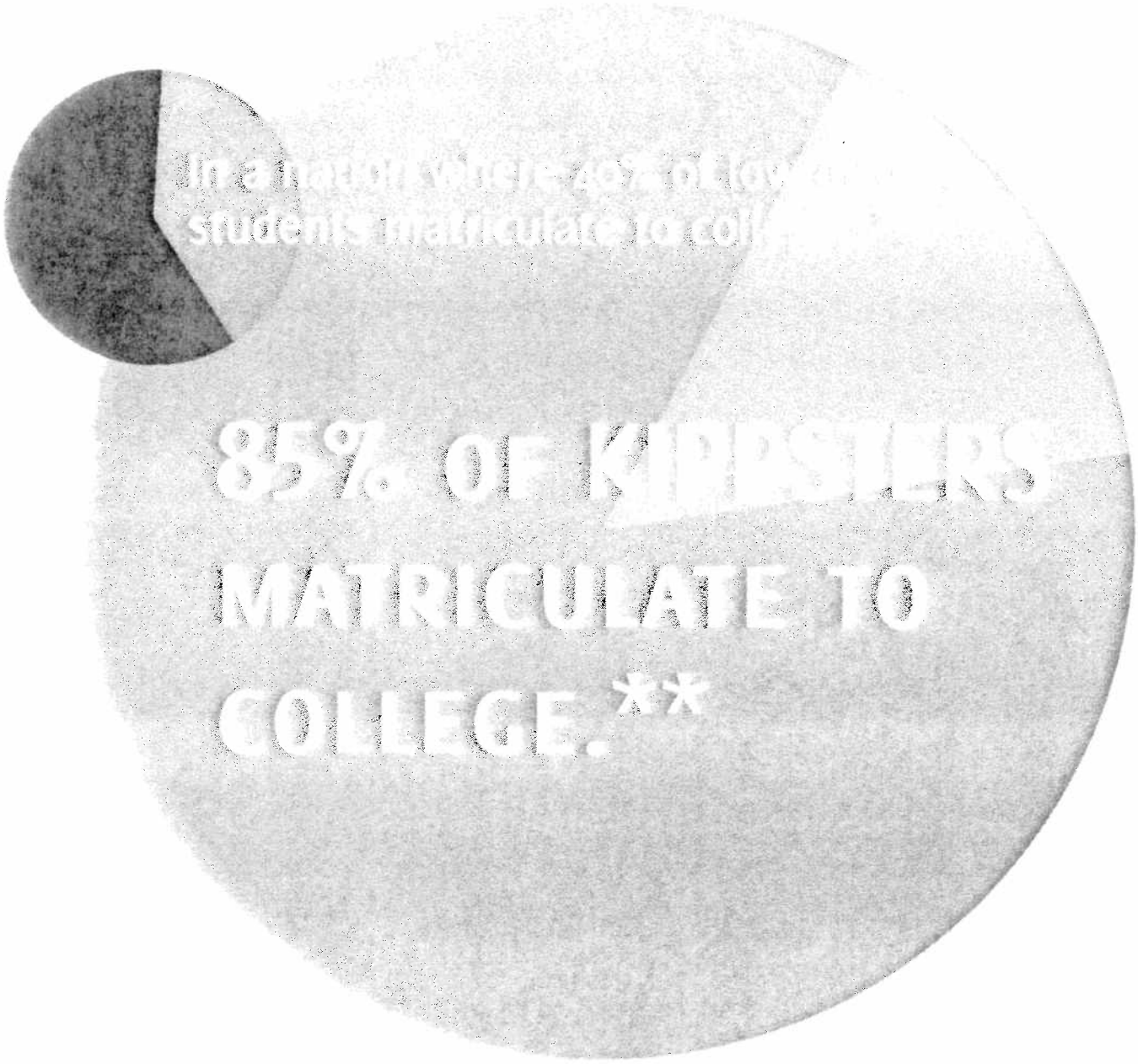
Percentage of KIPP High School Classes Outperforming Districts on Grade Level and End of Course Assessments*



* Data are from 22 assessments across 4 KIPP high schools.

KIPP STUDENT DEMOGRAPHICS





We are 66 schools with 1,187 teachers helping

16,968 KIPPsters build a better tomorrow.

*This represents the percentage of students from low-income families nationally that enter college, based on original data from Census Bureau and National Center for Education Statistics. The Pell Institute for the Study of Opportunity in Higher Education (Mortenson, December 2003)

**This represents the percentage of students who have completed 8th grade with KIPP and have matriculated to college as of fall 2008. Data reported are for the two original KIPP schools in Houston and New York.

School Report Card Pages

The KIPP Report Card is a direct reflection of KIPP's commitment to transparently reporting and openly sharing our schools' results. The sixth annual KIPP Report Card provides data that tracks the growth and development of the KIPP network, collected from each locally-run KIPP school open during the 2007-08 school year.

KIPP Regions & Schools 2007-08

KIPP schools below are listed alphabetically by state. KIPP schools within a regional structure are listed with the name of their region and their Executive Director. KIPP St. Louis, a new region, will open its first school in the summer of 2009. KIPP schools that opened in 2008 are marked with an asterisk. These schools do not yet have reportable results.

Arkansas

***KIPP Delta** — Scott Shirey*

KIPP Delta College Preparatory School

KIPP Delta Collegiate

California

KIPP Academy Fresno

KIPP Adelante Preparatory Academy

***KIPP Bay Area Schools** — Beth Sutkus Thompson*

KIPP Bayview Academy

KIPP Bridge Charter School

KIPP Heartwood Academy

KIPP King Collegiate High School

KIPP San Francisco Bay Academy

KIPP San Jose Collegiate*

KIPP Summit Academy

***KIPP LA Schools** — Marcia Aaron*

KIPP Academy of Opportunity

KIPP LA Prep

KIPP Raíces Academy*

Colorado

KIPP Colorado Schools — Rebecca Holmes

KIPP Sunshine Peak Academy

District of Columbia

***KIPP DC** — Susan Schaeffler*

KIPP DC: AIM Academy

KIPP DC: KEY Academy

KIPP DC: LEAP Academy

KIPP DC: WILL Academy

Georgia

KIPP Metro Atlanta — David Jernigan

KIPP South Fulton Academy

KIPP WAYS Academy

Illinois

KIPP Ascend Charter School

Indiana

KIPP Indianapolis College Preparatory

KIPP LEAD College Prep Charter School

Louisiana

KIPP New Orleans — Rhonda Kalifey Aluise

KIPP Believe College Prep

KIPP Central City Academy

KIPP Central City Primary*

KIPP McDonogh 15 Elementary

KIPP McDonogh 15 Middle

Maryland

***KIPP Baltimore** — Jason Botel*

KIPP Ujima Village Academy

Massachusetts

KIPP Academy Lynn

Minnesota

KIPP Minnesota — Daisy Mitchell

KIPP Stand Academy*

Missouri

KIPP Endeavor Academy

KIPP St. Louis

New Jersey

Freedom Academy Charter School, a KIPP school

KIPP Newark: TEAM Schools — Ryan Hill

Newark Collegiate Academy, a KIPP school

Rise Academy, a KIPP school

TEAM Academy, a KIPP school

New York

***KIPP NYC** — Dave Levin*

KIPP Academy New York

KIPP AMP Academy

KIPP Infinity Charter School

KIPP STAR College Prep Charter School

KIPP TECH VALLEY

North Carolina

KIPP Academy Charlotte

KIPP Gaston College Preparatory

KIPP Pride High School

Ohio

KIPP Central Ohio

KIPP Journey Academy*

Oklahoma

KIPP Reach College Preparatory

KIPP Tulsa College Preparatory

Pennsylvania

KIPP Philadelphia — Marc Mannella

KIPP Philadelphia Charter School

Tennessee

KIPP DIAMOND Academy

KIPP Academy Nashville

Texas

KIPP Austin Public Schools — Jill Kolasinski

KIPP Austin College Prep

KIPP Austin Collegiate*

KIPP Houston — Mike Feinberg

KIPP 3D Academy

KIPP Academy Middle School

KIPP DREAM Prep

KIPP Houston High School

KIPP Intrepid Preparatory School*

KIPP Liberation College Prep

KIPP Polaris Academy

KIPP SHARP College Prep Lower School*

KIPP Sharpstown College Prep

KIPP SHINE Prep

KIPP Spirit College Prep

KIPP San Antonio — Mark Larson

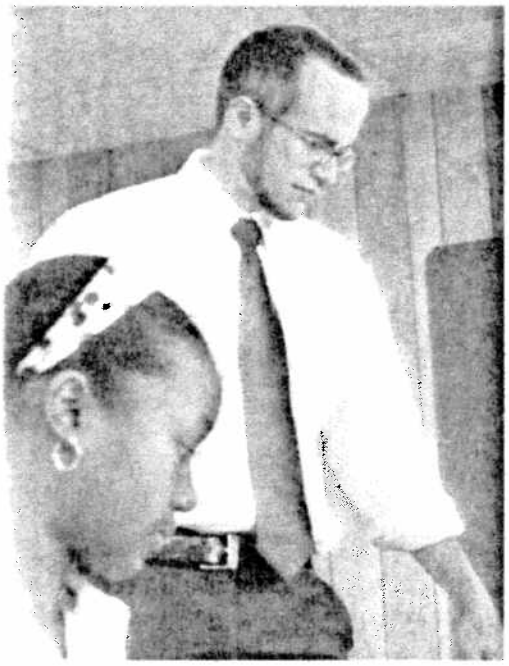
KIPP Aspire Academy

KIPP TRUTH Academy

KIPP REPORT CARD 2008

KIPP DELTA COLLEGIATE

215 Cherry Street, Helena, AR 72342-3503 | 870-753-9444 | www.kippdelta.org



SCHOOL INFORMATION

School Leader: Luke VanDeWalle
Year Founded: 2007
Grades Served: 9-11
Student Enrollment: 109
Number of full time teachers: 9

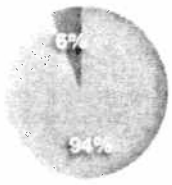
SCHOOL ACHIEVEMENT

Made Adequate Yearly Progress: Yes
Arkansas Schools that made AYP: 77%
State Rating in 2008: N/A

KIPP Delta College Preparatory School and KIPP Delta Collegiate are recognized by the state under a single charter and therefore receive a combined AYP rating.
Arkansas does not use a state rating system.

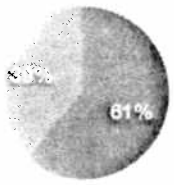
STUDENT DEMOGRAPHICS

Race/Ethnicity



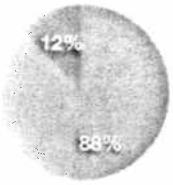
- African American
- Hispanic/Latino
- Caucasian
- Asian
- Other

Gender



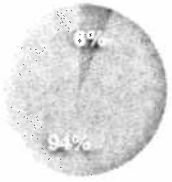
- Female
- Male

Eligible for Federal Meals



- Yes
- No

Special Needs



- Yes
- No

Percentages may not add up to 100 due to rounding.

FINANCIAL INFORMATION

Per pupil funding:
$6,300

FACILITY INFORMATION

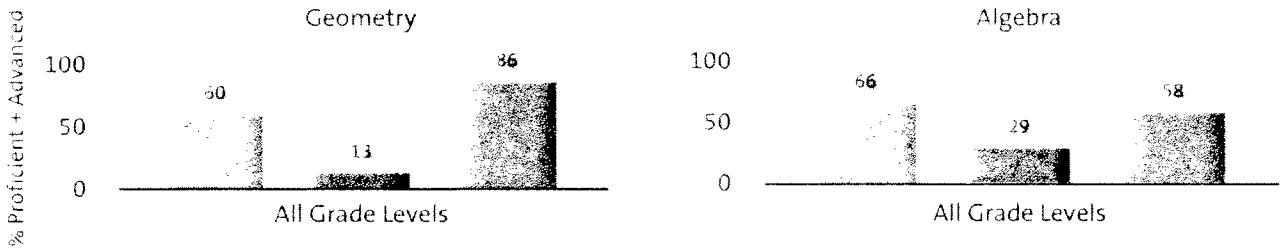
Facilities/Lease Type:
Owned by school
Size of school space (sq. ft.):
12,000

Data on this page is as of December 2008.

STATE CRITERION-REFERENCED TEST

Arkansas Benchmark Exam

This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores. All scores are from the 2007-08 school year and do not represent growth over time.



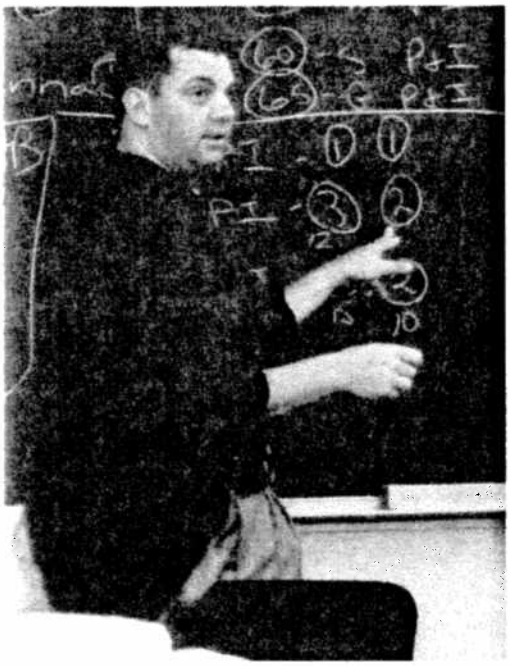
Results are not broken down by grade level since these are End-of-Course rather than grade-specific exams.

Arkansas Helena/West Helena School District KIPP

KIPP REPORT CARD 2008

KIPP KING COLLEGIATE HIGH SCHOOL

2005 Via Barrett, San Lorenzo, CA 94580-1315 | 510-317-2330 | www.kippbayarea.org



SCHOOL INFORMATION

School Leader: Jason Singer
Year Founded: 2007
Grades Served: 9-10
Student Enrollment: 184
Number of full time teachers: 11

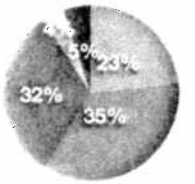
SCHOOL ACHIEVEMENT

Made Adequate Yearly Progress: Yes
California Schools that made AYP: 52%
State API in 2008: 804

California's Academic Performance Index (API) reflects a school's academic performance based on annual results of statewide testing. The API ranges from 200 to 1000, with a statewide performance target of 800.

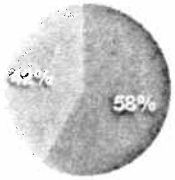
STUDENT DEMOGRAPHICS

Race/Ethnicity



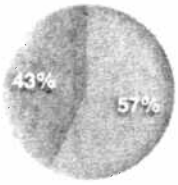
- African American
- Hispanic/Latino
- Caucasian
- Asian
- Other

Gender



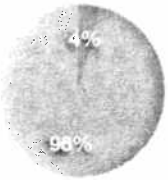
Female Male

Eligible for Federal Meals



Yes No

Special Needs



Yes No

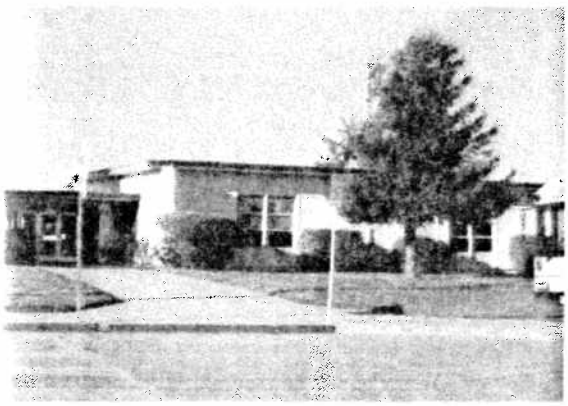
Percentages may not add up to 100 due to rounding.

FINANCIAL INFORMATION

Per pupil funding:
$7,100

FACILITY INFORMATION

Facilities/Lease Type:
District lease
Size of school space (sq. ft.):
35,000

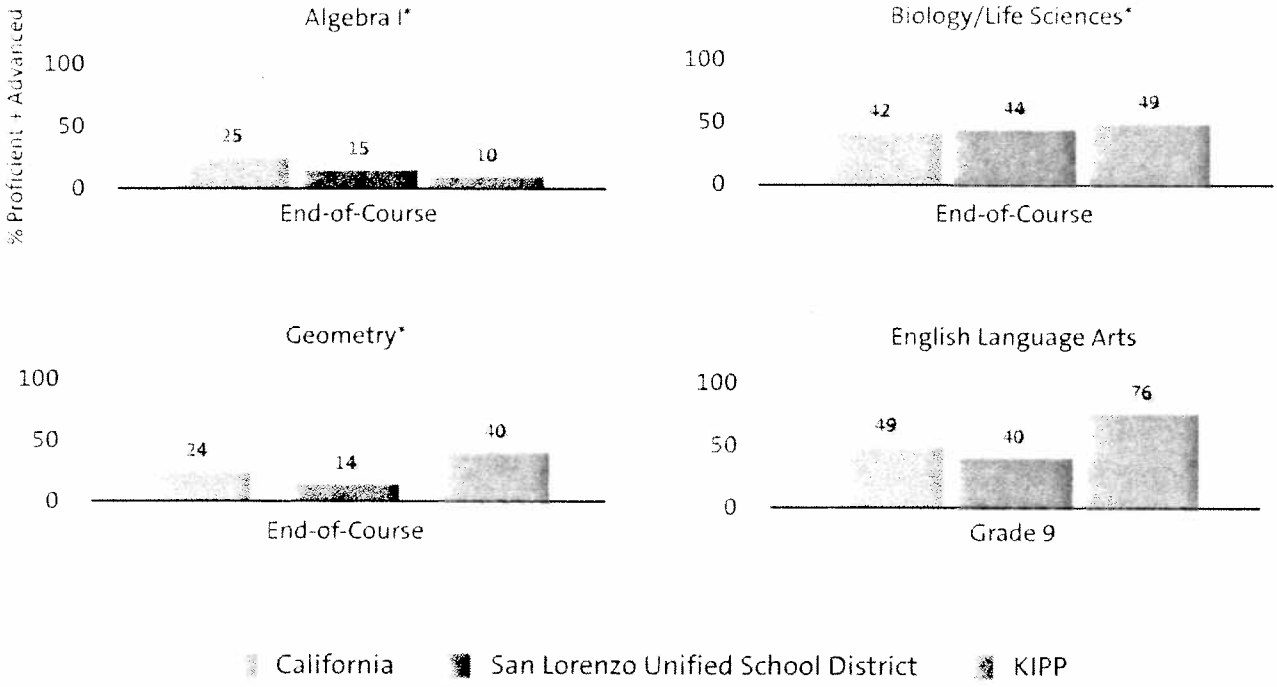


Data on this page is as of December 2008.

STATE CRITERION-REFERENCED TEST

California Standards Test

This test measures how well students have learned a set of academic skills established by the state. State criterion referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores. All scores are from the 2007-08 school year and do not represent growth over time.



**District and state comparisons are made against all students that tested, regardless of grade level. At KIPP King Collegiate, 9th graders took each of these tests.*

KIPP REPORT CARD 2008

NEWARK COLLEGIATE ACADEMY: A KIPP SCHOOL

301 West Kinney Street, Newark, NJ 07103 | 973-624-1622 | www.teamschools.org

SCHOOL INFORMATION

School Leader: Nate Smalley
Year Founded: 2007
Grades Served: 9-10
Student Enrollment: 144
Number of full time teachers: 14

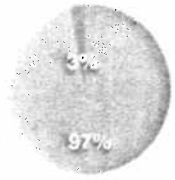
SCHOOL ACHIEVEMENT

Made Adequate Yearly Progress: N/A
New Jersey Schools that made AYP: 71%
State Rating in 2008: N/A

TEAM Academy, Rise Academy, and Newark Collegiate Academy are recognized by the state under a single charter and therefore receive a combined AYP rating. AYP results are not reported here because New Jersey did not provide an AYP evaluation at the high school level for Newark Collegiate Academy in 2007-08, on account of the fact that the school was in its first year of operation.
New Jersey does not have a state rating system.

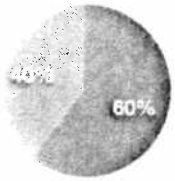
STUDENT DEMOGRAPHICS

Race/Ethnicity



- African American
- Hispanic/Latino
- Asian
- Caucasian
- Other

Gender

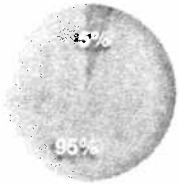


- Female
- Male

Eligible for Federal Meals

- Yes
- No

Special Needs



- Yes
- No

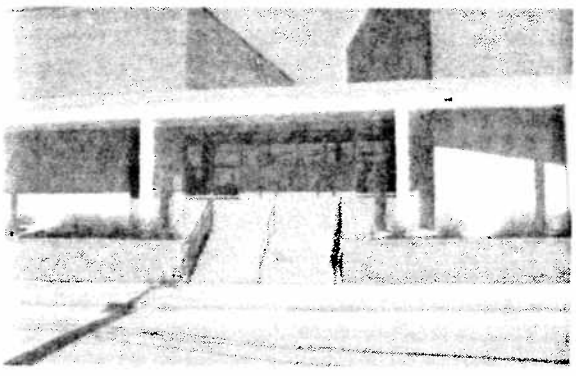
Percentages may not add up to 100 due to rounding.

FINANCIAL INFORMATION

Per pupil funding:
$14,050

FACILITY INFORMATION

Facilities/Lease Type:
District lease
Size of school space (sq. ft.):
10,000



Data on this page is as of December 2008.

BIOLOGY RESULTS

In its first year of operation, Newark Collegiate Academy students took an End-of-Course Biology assessment as part of the new Statewide High School Assessment program in New Jersey. Unfortunately, the state of New Jersey has not provided proficiency cut scores for this test, which prohibits the reporting of criterion-referenced results for the school, as well as for the city of Newark and the state of New Jersey as a whole. The state intends to provide proficiency cut scores in future years.

KIPP REPORT CARD 2008

KIPP PRIDE HIGH

320 Pleasant Hill Road, Gaston, NC 27832-9511 | 252-308-6932 | www.pridehigh.org

SCHOOL INFORMATION

School Leader: Tammi Sutton
Year Founded: 2005
Grades Served: 9-12
Student Enrollment: 264
Number of full time teachers: 30

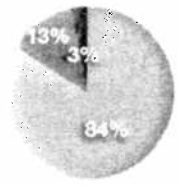
SCHOOL ACHIEVEMENT

Made Adequate Yearly Progress: Yes
North Carolina Schools that made AYP: 31%
State Designation in 2008: School of Progress, High Growth

KIPP Pride High School and KIPP Gaston College Preparatory are recognized by the state under a single charter and therefore receive a combined AYP rating.
North Carolina schools receive a growth rating (High Growth, Expected Growth, or Less than Expected Growth) and a designation (Honor School of Excellence, School of Excellence, School of Distinction, School of Progress, Priority School, Low Performing, or No Recognition) based on state test performance.

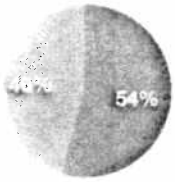
STUDENT DEMOGRAPHICS

Race/Ethnicity



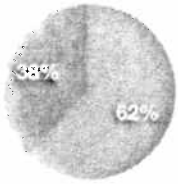
- African American
- Hispanic/Latino
- Caucasian
- Asian
- Other

Gender



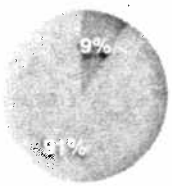
- Female
- Male

Eligible for Federal Meals



- Yes
- No

Special Needs



- Yes
- No

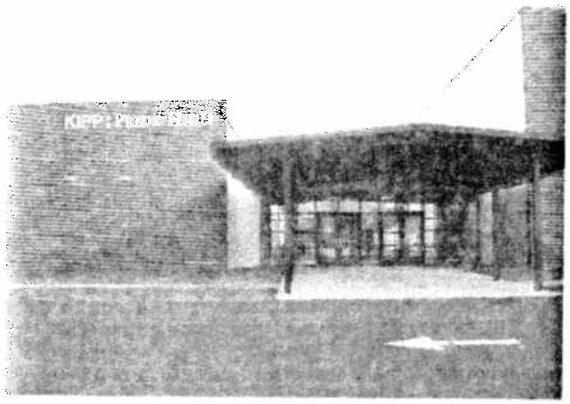
Percentages may not add up to 100 due to rounding.

FINANCIAL INFORMATION

Per pupil funding:
$7,550

FACILITY INFORMATION

Facilities/Lease Type:
Owned by school
Size of school space (sq. ft.):
12,828

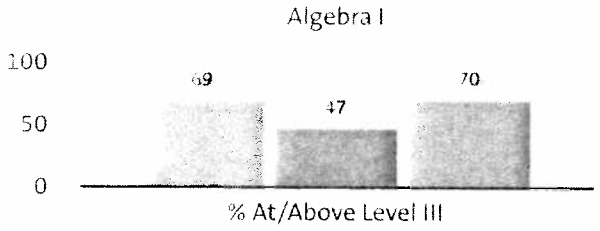


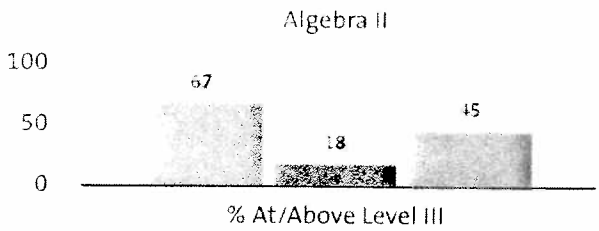
Data on this page is as of December 2008.

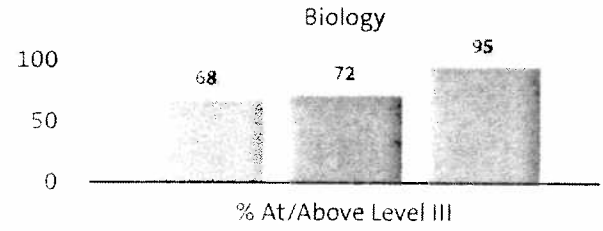
STATE CRITERION-REFERENCED TEST

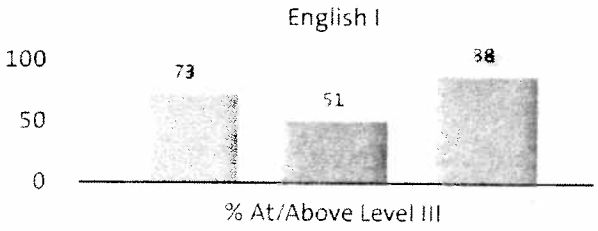
End-of-Course Test

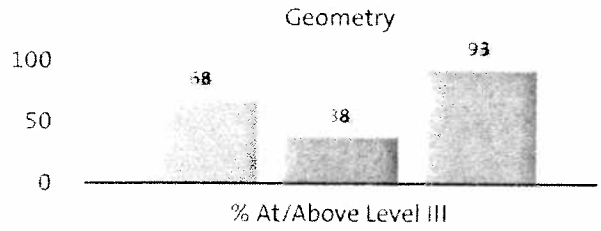
This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores. All scores are from the 2007-08 school year and do not represent growth over time.

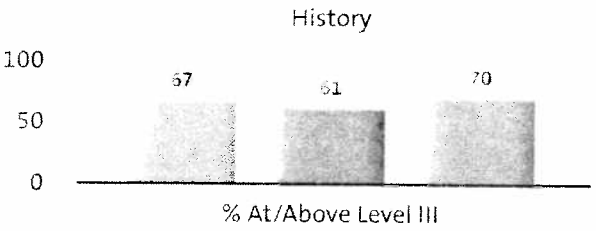


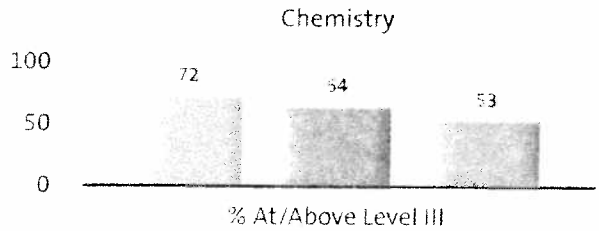












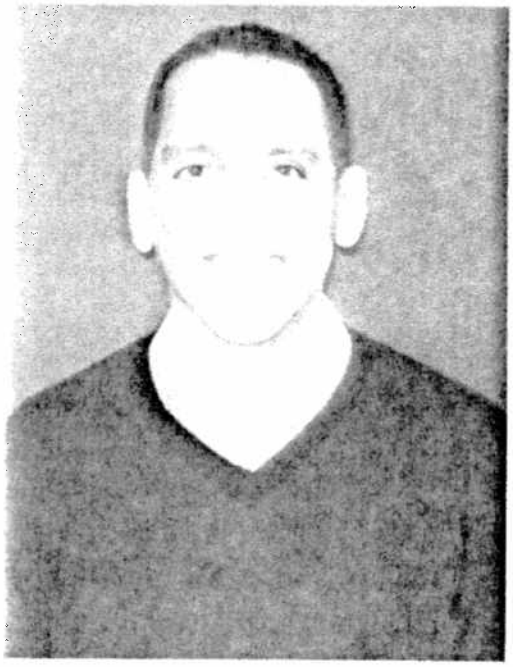
Results are not broken down by grade level since these are End-of-Course rather than grade-specific exams.

North Carolina Northampton Public Schools KIPP

KIPP REPORT CARD 2008

KIPP HOUSTON HIGH SCHOOL

10711 KIPP Way, Houston, TX 77099 | 832-328-1051 | www.kipphouston.org



SCHOOL INFORMATION

School Leader: Ken Estrella
Year Founded: 2004
Grades Served: 9-12
Student Enrollment: 448
Number of full time teachers: 32

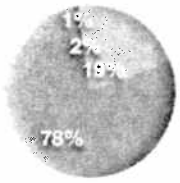
SCHOOL ACHIEVEMENT

Made Adequate Yearly Progress: Yes
Texas Schools that made AYP: 75%
State Rating in 2008: Exemplary

Texas rates all K-12 districts and schools as Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable based on state test performance in addition to completion and dropout rates.
Grades 6-8 of KIPP Academy Middle School and KIPP Houston High School are recognized by the state under a single charter and therefore receive a combined AYP and state rating.

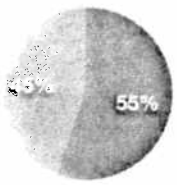
STUDENT DEMOGRAPHICS

Race/Ethnicity



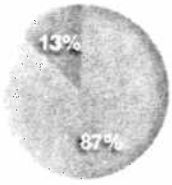
- African American
- Hispanic/Latino
- Caucasian
- Asian
- Other

Gender



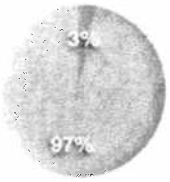
- Female
- Male

Eligible for Federal Meals



- Yes
- No

Special Needs



- Yes
- No

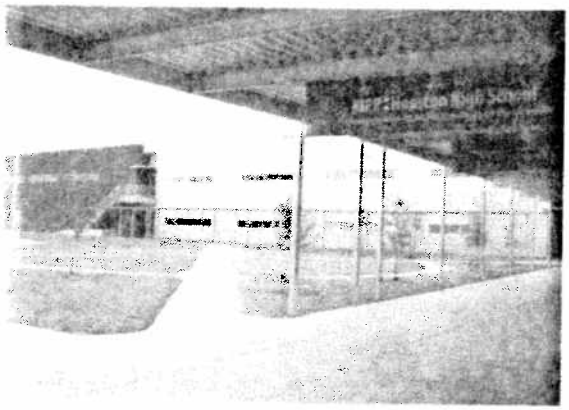
Percentages may not add up to 100 due to rounding.

FINANCIAL INFORMATION

Per pupil funding:
$7,900

FACILITY INFORMATION

Facilities/Lease Type:
Lease from KIPP, Inc. (owner)
Size of school space (sq. ft.):
81,000

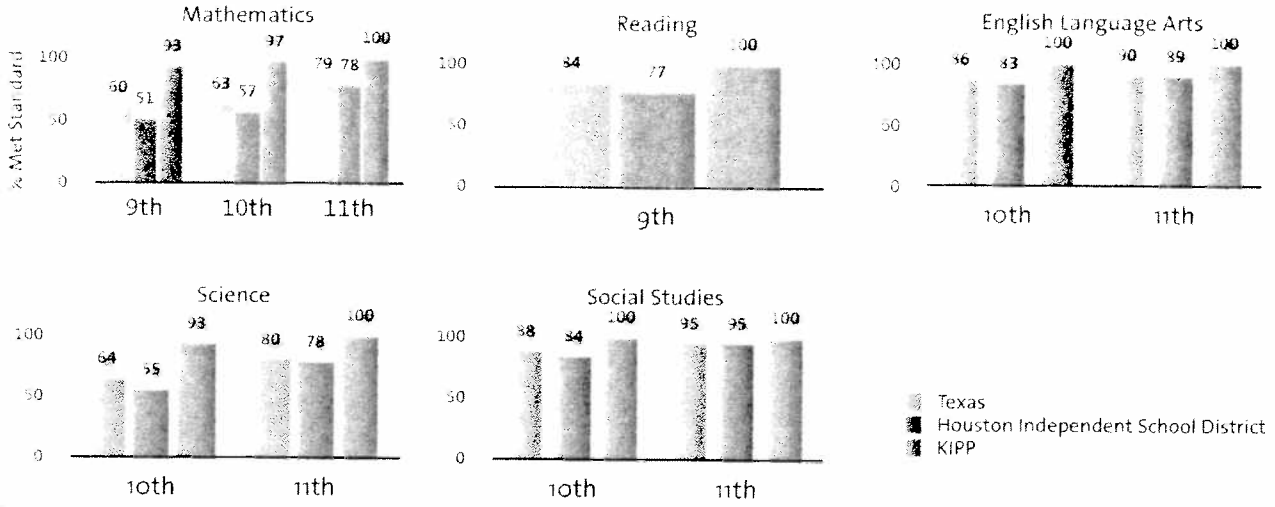


Data on this page is as of December 2008.

STATE CRITERION-REFERENCED TEST

Texas Assessment of Knowledge and Skills

This test measures how well students have learned a set of academic skills established by the state. State criterion-referenced tests allow us to see how well KIPP schools performed in a given year, as compared with state standards and district and state averages. Subjects required by the state at each grade level may vary. Tests are administered at the end of each school year and therefore do not represent entering scores. All scores are from the 2007-08 school year and do not represent growth over time.



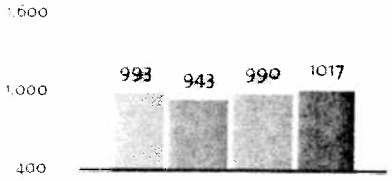
HIGH SCHOOL COMPLETION AND COLLEGE READINESS

To prepare students for college admission and success, KIPP high schools offer a full range of challenging AP, Honors, and pre-AP courses, and encourage students to take the SAT Reasoning Test and/or the ACT examination. Below we report results across these dimensions, in addition to reporting high school graduation rates.

Four-Year High School Graduation Rate*

	KIPP	Houston	Texas
Graduating in four years	91%	64%	78%
High school equivalency	0%	1%	2%
Persisting	9%	13%	9%
Dropped out	0%	22%	11%

Mean SAT Score (Math and Critical Reading), Graduating Seniors**



Texas
Houston Independent School District
KIPP
National

Advanced Placement (AP)

Number of AP courses offered	11
Percent of students taking at least one AP test***	96%
Percent of students scoring 3 or above on at least one AP test***	83%

Houston, Texas, and KIPP results are all reported similarly. The 4-year graduation rate represents the percentage of students that graduated, after controlling for student transfers. Houston and Texas results come from the 2008 AEIS Report and represent data from the Class of 2007. KIPP results are from the Class of 2008.

**Results are for the graduating class of 2008. SAT Participation rates for Texas, HISD, KIPP, and nationally are 50%, 53%, 84%, and 45%, respectively.*

***KIPP results are from the Class of 2008 and represent data from the last two years for this cohort.*